Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

STRIDE Academy (4142-07)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by STRIDE Academy (4142-07). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency.Minn. Stat. 120B.12 (2024).

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1. Read Act Goals

District or Charter School Literacy Goals

STRIDE Academy (4142-07)'s literacy goal(s) for the 2024-25 school year:
STRIDE's literacy goals for elementary students are specific, measurable, achievable, relevant, and time-bound (SMART). 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. 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. Comprehension Skills: "By the end of the school year, students grades 2-8 will meet FastBridge aReading end of the year spring benchmarks. 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.

The following was implemented or changed to make progress towards the goal(s):
STRIDE Academy school trained all K-3, Reading Intervention, Multilingual, and Special Education Teachers, and administrators in the science of reading training through CAREIALL professional development. STRIDE hired a Director of Academics to help with implementation of literacy curriculum and supports. We also adopted UFLI Foundations curriculum to supplement Wonders (2023) curriculum.

The following describes how STRIDE Academy (4142-07)'s current student performance differs from the literacy goal detailed in the READ Act:
While STRIDE has made gains in literacy over the past year, current student performance still falls short of meeting the full benchmarks outlined in our READ Act-aligned goals. In reading fluency and comprehension (as measured by FastBridge spring benchmarks), a number of students are approaching grade-level expectations, but we continue to see gaps across grade levels, particularly in upper elementary and middle school. In phonemic awareness, many Kâ€"1 students made strong progress, though not all met the spring benchmarks. Additionally, while reading engagement efforts, such as tracking books read, are underway, consistent documentation and completion across classrooms remain an area for improvement. We remain committed to improving literacy outcomes and are using assessment data to drive instruction, identify needs for intervention, and guide professional development.

STRIDE Academy (4142-07)'s literacy goal(s) for the 2025-26 school year:

STRIDE's primary literacy goals for the 2025â€"26 school year focus on strengthening foundational reading instruction, building staff capacity through professional development, and using data to drive instructional decisions. Our goals include: 1. Continuing to implement evidence-based reading instruction through Wonders and UFLI to ensure alignment to the science of reading in all tier 1 instruction. 2. Providing Science of Reading training (via CAREIALL) for all K-6 classroom teachers, special education teachers, interventionists, and multilingual (ML) teachers, ensuring that new staff are fully trained.Training all paraprofessionals in the Science of Reading modules designed for support staff. 3. Implementing Phase 2 of Science of Reading training for teachers as it becomes available. 4. Supporting teachers in effectively using FastBridge data to inform literacy instruction and interventions. These goals reflect our commitment to building a strong system of support for both educators and students, with the aim of improving literacy outcomes across all grades. We will ensure that all students, including multilingual learners and those receiving special education services, receive targeted support to meet individualized reading goals.

STRIDE Academy (4142-07)'s Local Literacy Plan is posted on the district website at:
https://www.strideacademy.org/

2. Screening Tools K-3

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

The table below details the screening tool used by STRIDE Academy (4142-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

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

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for STRIDE Academy (4142-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	43	20	46	29	49	22
Grade 1	57	22	60	28	66	29
Grade 2	53	25	58	29	60	34
Grade 3	65	24	68	22	72	25

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how STRIDE Academy (4142-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

STRIDE Academy (4142-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	1	CTSTR
Grade 1	4	CTSTR
Grade 2	2	CTSTR
Grade 3	0	CTSTR

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

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by STRIDE Academy (4142-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by STRIDE Academy (4142-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Students in grades 4-8 will be given the FastBridge aReading screening fall, winter, and spring. Students who do not score at the 40% or better are determined as not reading at grade level.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in STRIDE Academy (4142-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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

7. Parent Notification and Involvement

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

Does STRIDE Academy (4142-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

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

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

- Family engagement nights
- Parent teacher conferences

8. Data-Based Decision Making for Action

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

STRIDE Academy (4142-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

At STRIDE Academy, we use universal screening data from FastBridge three times a year (fall, winter, and spring). These screenings are followed by diagnostic assessments when needed and provide us with critical information to identify students who may require Tier 2 or Tier 3 instruction. The data also allows us to gauge the effectiveness of our Tier 1 core instruction. All students receive evidence-based, standards-aligned core instruction through Wonders and UFLI, with classroom assessments and data used to differentiate instruction within Tier 1. For students needing additional support, Tier 2 consists of small-group or one-on-one instruction that targets specific skills. Tier 3 is reserved for students with the most significant reading difficulties and includes intensive, individualized interventions. Progress monitoring occurs consistently across all tiers to evaluate student growth and intervention effectiveness. Ongoing professional learning, aligned with the Science of Reading equips staff with tools and strategies to meet student needs. In addition, administrative support ensures fidelity to tiered instruction and alignment with best practices.

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

To ensure fidelity in the implementation of Tier 1 instruction, we use a combination of administrative classroom observations and regular walkthroughs. These observations help monitor the use of evidence-based practices and provide opportunities for feedback and coaching. We also utilize dedicated PLC time and data-driven instructional team meetings at each grade level to review FastBridge screening data, monitor student progress, and make collaborative decisions about instruction and intervention. These structured conversations allow teachers to adjust their Tier 1 instruction to better meet the needs of their students. All teachers receive training aligned with the Science of Reading, equipping them with the knowledge and strategies needed to effectively differentiate Tier 1 instruction. This includes adjusting instructional methods, grouping, pacing, and content to ensure all students, including multilingual learners and students receiving special education services, have access to high-quality, appropriate Tier 1 literacy instruction.

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

Students in grades Kâ€"8 are identified for targeted reading intervention through the use of FastBridge universal screening, administered three times per year (fall, winter, and spring). Students who perform below the vendor-established benchmark but are not significantly discrepant may be considered for Tier 2 supplemental supports. These students typically demonstrate skill gaps that can be addressed through targeted small-group instruction in addition to core (Tier 1) instruction. Students who show significant discrepancies from benchmark expectations are considered for Tier 3 intensive intervention. These students may require

individualized instruction and more frequent progress monitoring. Tier 3 placement decisions are reviewed and confirmed by the school's MTSS team, which considers multiple data points including screening results, diagnostic assessments, classroom performance, and teacher input to determine the most appropriate level of support. While the overall process is consistent across grades Kâ€"8, at the elementary level, there is a stronger emphasis on foundational literacy skills such as phonemic awareness, phonics, and early decoding. In middle school, intervention focuses more on comprehension, fluency, and vocabulary development, as well as addressing gaps that may have persisted from earlier grades. In both cases, data-based decision making ensures that interventions are matched to student needs and progress is closely monitored.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once a week

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

A structured Kâ€"8 progress monitoring protocol is in place to guide decisions regarding the intensification or modification of supplemental (Tier 2) and intensive (Tier 3) targeted reading interventions. Students receiving Tier 2 supports are progress monitored biweekly (every two weeks) using FastBridge or other appropriate tools aligned to the area of need. Students in Tier 3 receive weekly progress monitoring to closely track growth and responsiveness to intervention. This progress monitoring data is regularly reviewed by our Literacy Team, which includes interventionists, classroom teachers, and administrators. The team meets monthly to discuss individual student progress and determine if modifications or intensifications are needed, such as changes in group size, instructional strategies, frequency, or program materials. In addition to monthly meetings, larger data review meetings are held after each universal screening period in fall, winter, and spring. During these meetings, the team evaluates intervention effectiveness and makes determinations about continuing, adjusting, or exiting interventions, as well as planning for student needs in the upcoming term or school year. This structured and collaborative process ensures that intervention decisions are data-informed, student-centered, and aligned to each learner's specific literacy needs

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Students exit fromTier 2 or Tier 3 reading interventions based on multiple data points and team-based decisions. After each universal screening period, fall, winter, and spring, our intervention and literacy teams meet to review individual student progress. Students may exit from intervention when they demonstrate consistent growth toward or achievement of grade-level expectations, as measured by both progress monitoring tools and FastBridge universal screening data. Classroom performance and teacher observations are also considered to ensure a comprehensive view of the student's readiness to return to core instruction. In elementary grades, exit decisions are typically focused on growth in foundational reading skills such as decoding, fluency, and early comprehension. In middle school, students are generally expected to show independent use of reading strategies, improved comprehension, and stronger academic performance across content areas. Regardless of grade level, the decision to exit a student from intervention is made thoughtfully and collaboratively, ensuring

that the student has demonstrated sustained progress and no longer requires targeted support to meet literacy benchmarks.

Does STRIDE Academy (4142-07) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

Continuous Improvement for Data-Based Decision Making for Action

STRIDE Academy (4142-07) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

STRIDE was recently awarded ADSIS funding, which will influence how we use data to support students who may otherwise be considered for special education services. Decisions related to these qualifications will be made at the beginning of the 2025â€"26 school year.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions. Minn. Stat.120B.12, subd. 4a (2024). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

STRIDE Academy (4142-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

STRIDE Academy (4142-07) has participated in MDE MnMTSS professional learning:

No

10. Core Curricular Resource Grades K-5

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

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by STRIDE Academy (4142-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 3	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 4	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
Grade 5	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60

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11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by STRIDE Academy (4142-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI, FastBridge	Wonderworks, Foundations of Sound
Grade 1	UFLI, FastBridge	Wonderworks, Foundations of Sound
Grade 2	UFLI, FastBridge	Wonderworks, Foundations of Sound
Grade 3	UFLI, FastBridge	Wonderworks, Foundations of Sound
Grade 4	UFLI, FastBridge	Wonderworks, Foundations of Sound
Grade 5	UFLI, FastBridge	Wonderworks, Foundations of Sound
Grade 6	UFLI, FastBridge	Wonderworks, Foundations of Sound, UFLI
Grade 7	UFLI, FastBridge	Wonderworks, Foundations of Sound, UFLI
Grade 8	UFLI, FastBridge	Wonderworks, Foundations of Sound, UFLI
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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Continuous Improvement for Reading Interventions

STRIDE Academy (4142-07) will make the following changes to reading interventions for the 2025-26 school year:

With the addition of ADSIS, we will incorporate Orton-Gillingham and Carei Phonics & Morphology

12. Section Professional Development Plan

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

STRIDE Academy (4142-07) is using the following approved professional development program:

- LETRS
- CAREIALL

Date of expected completion for Phase 1 Professional Development: 04/01/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

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

Teachers who do not meet the vendor recommended 80% proficiency level will receive additional support from administration and the school local literacy lead. This includes individualized supports and coaching in areas in which 80% proficiency were not met.

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

To ensure fidelity of implementation of explicit, systematic, evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, multiple layers of fidelity data are collected and reviewed. All elementary teachers participated in CAREIALL training, which includes a strong focus on transfer to classroom practice. Fidelity is monitored through classroom observations, walk-throughs, and lesson plan reviews that are aligned with the five essential components of reading. In addition, data-driven Professional Learning Communities (PLCs) meet regularly to analyze student performance data and reflect on instructional practices. These discussions help identify areas where instruction may need to be adjusted or strengthened. Monthly connection meetings with administrators and grade-level teams provide a structured opportunity to review both instructional and student data, ensuring ongoing alignment to Science of Reading principles and curriculum fidelity.

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

Based on the results of fidelity data, the school implements a tiered coaching and feedback system aligned with MTSS to ensure consistent, high-quality instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers receive differentiated support based on need. Those requiring additional guidance

are provided with targeted coaching through a peer-coaching model, administrative support, and literacy leadership, including modeling and co-teaching when necessary. Foundational instructional support is provided through data-driven PLCs, where teachers engage in collaborative problem-solving and review student data to refine Tier 1 practices. The curriculum ensures instruction remains explicit, systematic, and aligned with the Science of Reading. Monthly connection meetings with school leadership allow teams to review fidelity and implementation progress, ensuring proactive support. Additionally, classroom observations, both formal and informal, are used to provide timely, actionable feedback. This ongoing feedback loop allows for real-time instructional adjustments and fosters teacher growth, ensuring all students have access to high-quality, evidence-based reading instruction.

The following changes in instructional practices have impacted students :

Since implementing Science of Reading-aligned instructional practices, we have seen a significant positive impact on both teaching and student outcomes. Teachers are now more consistently delivering instruction that includes all five essential components of reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension and demonstrate a deeper understanding of how their instruction influences student learning. The use of a highly aligned Tier 1 curriculum, such as UFLI, has led to more structured, explicit, and systematic instruction across classrooms. As a result, we have observed measurable gains in foundational literacy skills, particularly in early grades. Assessment data shows improvement in phonemic awareness and decoding skills, and fewer students require Tier 2 interventions due to the increased effectiveness of core instruction. In addition to academic gains, we've seen increased teacher confidence and greater instructional consistency across grade levels, both of which contribute to stronger literacy outcomes for students.

STRIDE Academy (4142-07) has implemented the following professional development and support for teachers around culturally responsive practices:

We prioritize culturally responsive practices as an essential component of high-quality instruction, this is especially important given the diversity of our student population. We recognize that to support all learners effectively, teachers must be equipped with the knowledge and tools to honor students' cultural backgrounds and lived experiences within the classroom. Professional development has focused on building staff awareness and capacity through ongoing training sessions, book studies, and discussions centered on equity, representation, and instructional responsiveness. We have been intentional in our curriculum adoption process to ensure instructional materials including core texts, classroom libraries, and literacy resources reflect the diverse backgrounds of our students. As part of our plan to support culturally responsive literacy instruction, we are guiding teachers in selecting texts that affirm students' identities, using instructional strategies that draw on students' cultural strengths, and fostering inclusive classroom discussions. Coaching and observation feedback cycles also include a focus on equitable and responsive practices, ensuring that culturally responsive literacy is embedded in daily instruction, not treated as a secondary priority.

STRIDE Academy (4142-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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

We will continue to train all Phase 1 teachers in CAREIALL, with additional cohorts (Phase 2) participating as the training becomes available. This training is rooted in Science of Reading practices and supports explicit, systematic instruction in foundational reading skills. All paraprofessionals who support literacy instruction will also complete state-approved training to ensure consistency and alignment across instructional roles. In addition, all newly hired licensed staff will receive training in both UFLI and Wonders to ensure strong implementation of our core curriculum. We will also provide continued training in FastBridge, with a focus on how to use screening and progress monitoring data to make informed instructional decisions. This includes identifying student needs across the reading strand and supporting differentiated instruction within Tier 1 and intervention settings. Future training opportunities will also include strategies that promote writing development and academic conversations in literacy instruction, further supporting the ELA strands of writing and exchanging ideas.

13. Professional Development Educator Count

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

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who,need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	6	6	0	0
K-3 Classroom Educators	15	14	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	12	0	10	0
K-12 Reading Interventionists	4	4	0	0
K-12 Special Education Educators responsible for reading instruction	6	6	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	15	2	0	13

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

Grades 4-12 Classroom Educators responsible for reading instruction	8	3	5	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	6	0	0	6
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

STRIDE Academy (4142-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$27,460.92

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

$27,460.92

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Contracting or employing a District Literacy Lead
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

STRIDE Academy (4142-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

$21,203.28

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Contracting or employing a District Literacy Lead

The following amount of READ Act Literacy Aid remains in the required reserved account:

$0

If funds remain, the plan to spend down the remaining funds are as follows:

No funds remain.