



Nasha Shkola Charter School

763-496-5550 · 6717 85th Avenue North, Brooklyn Park, MN 55445 · www.NashaShkolaMN.org

District #4208 Nasha Shkola Charter School

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: Nasha Shkola Charter School 4208-07

Date of Last Revision: 06/05/2024

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

It is the goal of Nasha Shkola Charter School to implement the developmental, accelerated, and preventative reading program that will ensure that all students demonstrate reading proficiency at grade level through the results of both screening and diagnostic measures. To increase overall student achievement and reduce the achievement gaps that are connected to socioeconomic status and English language proficiency.

The goals of the literacy plan are as follows:

1. **Assessment:** Utilize ongoing observation, assessment, and self-evaluation of students' language and literacy development to provide feedback and inform instruction.

Objectives:

- Inform instructional planning in order to meet the needs of individual students. (Fastbridge Benchmark Assessment, NWEA MAP Growth)
- Monitor student's progress during the year to determine whether students receiving intervention are making adequate progress in literacy development. (Fastbridge Progress monitoring; LLI Assessment)
- Evaluate the effectiveness of interventions and whether the instruction provided is intensive enough to help students achieve grade level outcome by the end of each academic year. (Groves Literacy).
- Identify students who are at risk or experience difficulties on ongoing basis and who may need extra instruction or interventions to make adequate progress towards grade level expectations. (Fastbridge Benchmark Assessment, NWEA MAP Growth)
- Complete further assessment and screening with students who are not meeting proficiency, and display characteristics consistent with dyslexia

2. **Continuous Improvement:** Provide research-informed and standards-aligned reading and writing instruction through installation and implementation Groves Literacy Curriculum and active instructional coaching and professional development. In 24-25, Nasha Shkola will complete Year 2 step which includes implementation of the 3rd grade literacy component, extensive teacher training and coaching, and training of the school literacy interventionist

Objectives:

- Utilize activities and explicit instruction to develop phonological awareness and word study including knowledge of letter-sound relationships and word recognition (K-3).
- Increase efforts to build vocabulary, academic language and content knowledge.
- Provide intentional, research –informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity.
- Provide research –informed and standards aligned writing instruction.
- Provide rich and diverse reading material, including texts that are multimodal and of a variety of languages, and opportunities to read in the classroom.

3. **Intervention:** Provide differentiated instruction (intervention and remediation services) based upon formative and summative data to accelerate and support student literacy development.

Objectives:

- Train the school interventionist in delivering effective early literacy interventions
- Develop and utilize flexible delivery intervention model to meet student needs.
- Utilize data to monitor student progress to assure intervention or enrichment is appropriate and effective.

4. **Parent & Community Engagement:** Collaborate with families in promoting literacy, including supporting home language development for English learners and coaching for strategies.

Objectives:

- Provide resources for parents to help their students become a better reader.
- Support home language development for English learners through daily Russian language instruction.
- Involve parents in the school literacy program (activities, meetings, assignments, etc.)
- Seek community resources to support the school literacy program.

5. **Communication:** Provide parents with information about reading instruction, assessments, and support through interventions.

Objectives:

- Share student assessment results with parents about their child's progress at multiple reporting times throughout the year via scheduled conferences (twice a year) and standards-based report card distribution (four times per year).
- For students who are not meeting proficiency share progress monitoring data with families on a frequent and ongoing basis.
- Share information on Dyslexia with families as determined by screening results.

6. **Professional development:** Provide high-quality professional development emphasizing research-based best practices in literacy instruction

Objectives:

- Provide relevant professional development experiences aligned to adopted curriculum, MN Academic Standards, Formative Assessment and common benchmark assessments in literacy instruction.
- Provide on-site opportunities for coaching and modeled instruction team teaching (Groves Literacy Partnership, 2nd year beginning Fall 2024) to support continuous improvement of instructional practices.

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 type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input 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)

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: aReading and CBM Reading	<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:	<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.

Parent involvement is a critical factor in the success of our students. The literacy plan includes the following activities and means to involve and inform parents of their child growth in literacy.

Action Steps	Responsible Party	Timeline	Evidence
NS will communicate student progress to parents on a regular basis	Director Classroom teachers	Ongoing	Report cards, letters, etc.
Classroom teachers will have a plan to encourage and track student independent reading	Director Classroom teachers	Ongoing	Tracking sheets/records
NS will initiate support to parents who have children reading below grade level including materials, information, tutoring, etc.	Director Instructional Literacy team	Ongoing	Examples of support materials
NS will provide parent information sessions or family events to educate parents about helping their students be successful readers.	Director Instructional Literacy Team	In the fall	Agendas Attendance sheets
NS will recruit volunteers from the community to participate in literacy tutoring.	Director	Ongoing	List of community volunteers and schedules
Collaborate with a local public library to facilitate application for library card for each student.	Director Classroom teachers	September	Number of completed library card applications
NS will provide access to IXL	Classroom teachers	Ongoing	Records /data
NS will post on-line reading resources on NS website	Director	September	Website postings

Communication Plan:

Action Steps	Responsible Party	Timeline	Evidence
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NS will disseminate information in regards to literacy to all parents	Director	Ongoing	Examples of information
Parents will be notified with a letter when their student enters RtI and the interventions will be implemented.	Director	As needed	Parent notification letter
A Continual Learning Plan will be completed for each student receiving interventions.	Classroom teachers	As needed/Quarterly	CLPs
NS website contains a number of communications for families about assessment schedule and practices, reading assistance tips (in English and Russian)	Director Instructional Team Tech support	Ongoing	Website

Reporting to Stakeholders

Action Steps	Responsible Party	Timeline	Evidence
NS provides reading assessment data in the Annual Report and publishes it on NS website	NS administration	Annually	Annual report

Reporting to Parents/Guardians

Action Steps	Responsible Party	Timeline	Evidence
If a parent/guardian is unable to attend conferences every effort is made for timely communication in person, by phone, or electronic communication. Interpreters are provided for those who request them.	Classroom teachers Director	Ongoing/as needed	Letters , logs, etc.

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 (tool earlyReading for Dyslexia Screening in grades K and 1)
- 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	16	6	15	10	16	0
1 st	16	5	16	10	16	0
2 nd	23	9	23	10	23	0
3 rd	15	6	14	6	15	0

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	15	6	0	0
5 th	10	3	0	0
6 th	10	3	0	0
7 th	2	1	0	0
8 th	1	0	0	0
9 th	n/a	n/a	n/a	n/a
10 th	n/a	n/a	n/a	n/a
11 th	n/a	n/a	n/a	n/a
12 th	n/a	n/a	n/a	n/a

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	Groves Literacy Core Knowledge	Foundational Skills, Knowledge Building, Comprehensive	120 min/day
1 st	Groves Literacy Core Knowledge	Foundational Skills, Knowledge Building, Comprehensive	120 min/day
2 nd	Groves Literacy Core Knowledge	Foundational Skills, Knowledge Building, Comprehensive	120 min/day
3 rd	Core Knowledge	Foundational Skills, Knowledge Building, Comprehensive	120 min/day
4 th	Core Knowledge	Knowledge Building, Comprehensive	120 min/day
5 th	Core Knowledge	Knowledge Building, Comprehensive	120 min/day

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	Core Knowledge	Comprehensive	60 min/day
7 th	Core Knowledge	Comprehensive	60 min/day
8 th	Core Knowledge	Comprehensive	60 min/day
9 th	n/a	n/a	n/a
10 th	n/a	n/a	n/a
11 th	n/a	n/a	n/a
12 th	n/a	n/a	n/a

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.

Assessment Plan

Nasha Shkola incorporates state-wide testing, local standardized testing, and classroom arraignments and observations to provide complete profile of student achievement and instructional strengths and weaknesses. Universal screening assessments are given to all students in grades K-5 to help identify those students who are not progressing adequately and will need extra help. This screening is done in the beginning, middle and the end of the school year to see students’ progress relative to their peers.

Action Steps	Responsible Party	Timeline	Evidence
For kindergarten students (if pre-screening has not been completed) NS will screen those students	Director Kindergarten teacher Reading coach	September	Assessment data on all kindergarten students
For new student s (K-8) enrolling during the school year NWEA,	Director Assessment Coordinator	Within 1 week of enrollment	NWEA/MAP Skills screener, Fastbridge Benchmark Literacy

Benchmark Literacy (for K-3) will be administered as an initial screening	classroom teacher		
All kindergarten students will be assessed in the area of Letter Sound Correspondence	Director Kindergarten Teacher	Quarterly	Establish student reading portfolio: oral fluency rate, comprehension, reading level, etc.
All students in grade 1 will be assessed in the area of Phonics and Decoding and Oral Reading Fluency.	Director 1 st grade teacher	Quarterly	Ongoing early literacy assessment data
NWEA MAP Growth will be administered to all K-8 students for ongoing progress monitoring 3 times/year	Director/ Assessment Coordinator/ /teachers	Three times a year: September, January and May	NWEA MAP Growth reports
Benchmark Literacy/NWEA will be administered for ongoing quarterly progress monitoring to all students in grades 1-5	Director Assessment Coordinator/ Classroom teachers	Three times a year: September, December and May.	Results of the assessment will be turned to Literacy Team for data for review and used to inform instruction.
MCA (Minnesota Comprehensive Assessment)	Director Teachers 3-8	Spring	State district report and student assessment results
<u>WIDA and WIDA ACCESS</u> : a series of English language proficiency assessments for Kindergarten through grade 8. WIDA screener test is conducted in the fall as an identification/ placement assessment for newly enrolled English Language Learners (ELLs). WIDA ACCESS (test of English Language proficiency) is conducted in February-March.	Director/ELL Teacher/Assessment Coordinator	Fall for Kindergarten and newly arrived ELLs. Spring – for all ELLs	State district report and student assessment results
All assessment data will be reviewed on as needed basis by the Instructional team and Leadership Implementation Team and used for Comprehensive Needs Assessment	Director Leadership Implementation Team (LIT) Literacy Coach	Three times a year: Fall, Winter, Spring (or as needed)	Record of continuous improvement

All at-risk students will be screened for dyslexia. If student's progress is flat or peaks then stagnates after Rtl or support, evaluate for a disability (504 or SPED)	Director Child Find/Study Committee Speech Specialist SPED teacher	As needed - ongoing	Assessment data
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Evidence-based Intervention

Results from all of the assessments outlined above are analyzed at the school and classroom level. This analysis occurred as a part of school-wide improvement planning and as a part of Rtl (Response to Intervention) initiative. The results of the analysis guide instructional decision-making.

Tier 1: is the core education program and is designed to meet the needs of the majority of the school population. There are three critical elements in Tier 1:

- 1) An effective core academic program (Groves Literacy, Core Knowledge)
- 2) Testing of students at least 3 times a year to meet their instructional needs. Teachers use the assessments that are included in the core curriculum along with observations and teacher created monitoring systems of data collection (Fastbridge, NWEA MAP, LLI Assessment)
- 3) Differentiated instruction to match students' needs. Differentiation takes place within the framework of the literacy block (core activities, Daily Five, guided reading, etc.)
- 4) Guided Reading, daily school-wide 30 minute reading instruction in grades 1-2, 3-4, 5-8.

Tier 2: this tier is for students who are falling behind on basic academic skills (scoring below 60% in NWEA and Benchmark literacy) and need additional support to meet grade level expectations. Most Tier 2 students are identified through the use of benchmarking, NWEA MAP data, and teacher input. Tier 2 students receive 20-30 minutes of additional instruction 4-5 days per week in the area of difficulty. This instruction happens outside of the core instructional time. It is provided by a Reading Corps literacy tutor, Title teachers and paraprofessionals. The students receiving interventions are tested on a weekly basis until improvement.

Tier 3: This tier is for the students who have not made necessary growth with Tier 2 interventions (scoring below 40% NWEA and benchmarking) and require a more intensive approach. Tier 3 interventions typically take place outside the classroom with intervention specialist (Title 1 teacher/paraprofessional). Tier 3 interventions consist of lower student ration and explicit instruction matched to the student's needs. If Tier 3 interventions are unsuccessful, team proceeds to other options (General Education Plan, Functional Behavioral Assessment, SPED Evaluation).

Action Steps	Responsible Party	Timeline	Evidence
Director and Literacy team will review the screening assessments to determine at-risk students and their needs.	Director <i>Literacy Team</i> <i>Child Find Team</i>	Quarterly	Students identified as at-risk will receive interventions. Assessment/progress monitoring results
Kindergarten students will receive Phonemic Awareness support and interventions	Director Kindergarten teacher Title 1 teacher/reading interventionist	On-going	Student/teacher records Assessment/progress monitoring results
ELL students will receive differentiated instruction in the classroom additional support in acquiring academic language literacy .	Director Reading interventionist /ELL para	Daily	Lesson Plans ELL support schedule Student/teacher records Assessment/progress monitoring results
SPED students will receive differentiated instruction in the classroom and additional support in acquiring literacy skills.	Director SPED teacher	Daily	Lesson plans SPED teacher schedule Student/teacher records Assessment/progress monitoring results
Students who are nearly proficient will receive additional support through guided reading groups.	Director Instructional team Reading interventionist	Daily	Lesson plans School schedule Student/teacher records Assessment/progress monitoring results
Students who are proficient and above in reading will receive additional enrichment through guided reading groups and novel studies.	Director Instructional team	Daily	Lesson plans School schedule Student/teacher records Assessment/progress monitoring results
PLC's will use screening, diagnostic and ongoing progress monitoring to inform the instructional content and strategies.	Director Instructional team Literacy Coach	Monthly	Screening, Diagnostic assessment results Lesson Plans/Walk-throughs

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.

Literacy focused professional development in Nasha Shkola will:

Action Steps	Responsible Party	Timeline	Evidence
Establish collaborative across grade level teams including teachers and specialists regularly meet to <ul style="list-style-type: none"> - Reflect on students' progress - Review students' work - Review data - Align instruction to academic standards and desired academic outcome. 	Director Instructional Literacy team	Ongoing/weekly	PLC record/minutes
Professional development with consistent opportunities to learn about new research and practices is built in the regular school schedule: <ul style="list-style-type: none"> - Groves Literacy - Reading Interventions - LLI - Formative assessment 	Director LIT (Leadership Improvement Team) Reading Coach	Throughout the year	Written plan
Whole staff collaboration supports school-wide efforts to drive cultural changes and develop schoolwide accountability models that support literacy	Director LIT team	Bi-weekly	RCI
Peer mentoring will support continuous improvement of instructional practices	Director Instructional staff	Bi-monthly	Observation notes
Instructional Team will review and evaluate the effectiveness of professional development opportunities and establish a means to determine fidelity.	Instructional Literacy team	Annually	Evaluation plan

To be data driven, teachers will receive in-services on interpreting data	Director Reading Coach LIT	Ongoing	RCI
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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	n/a	n/a	n/a	n/a
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	3	3	3	1
Grades 4-5 (or 6) Classroom Educators (if applicable)	2	0	0	2
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	1	0	0	1
Pre-K through grade 5 Curriculum Directors	1	0	1	0

Pre-K through grade 5 Instructional Support Staff who provide reading support	1	0	0	1
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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	2	0	0	2
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
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	1	0	0	1
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	0	0	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.

Action Steps	Responsible Party	Timeline	Evidence
Early Literacy is installed and implemented with fidelity in grades K-3	Director Literacy Coach Instructional staff	Year 2 out of 3 years	Coaching records, assessment results
Interventionist responsible for reading support K-8 completes the training	Director Literacy Coach Reading Interventionist	Throughout the school year	Coaching records, progress monitoring results
Grades 4-8 Classroom Educators responsible for reading instruction receive reading literacy interventions training	Director Literacy Coach	Throughout the school year	Coaching records, progress monitoring results
Curriculum is aligned and articulated horizontally and vertically within the school to provide a fluid transition from class-to-class, grade-to-grade.	Director LIT Instructional staff	Ongoing	Assessment results RCI
Grade level learning targets are aligned to English Language Arts standards for all students	Director Classroom teachers Literacy Coach	Ongoing	PLC meeting records RCI
Implement instructional practices: - Use of increasingly complex tests and tasks that build comprehension, knowledge and strategic reading activity (Guided Reading).	Director Literacy Coach Instructional staff	Ongoing	LIT/Literacy team shared records

<ul style="list-style-type: none"> - In K-3, utilize activities and explicit instruction to develop phonological awareness and word study (Groves Literacy) - Build vocabulary, academic language and content knowledge (Core Knowledge/ Pearson Science). 			
Develop and implement standards – aligned writing rubrics to further improve writing instruction	Director Instructional staff	Ongoing	Results/reports from announced observation and mini observations
Build and level classroom libraries and school resource library that include diverse reading materials to support independent readers	Director Classroom teachers	Ongoing	Records
Identify students in need of targeted assistance. Implement RI 2 and 3 support services and monitor student progress	Director Instructional and support staff Literacy Coach Reading Core Tutor	Monthly meetings during PLC times	Assessment data Meeting notes