



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: Oshki Ogimaag Charter School #4195-07

Date of Last Revision: 06/15/2024

Minnesota READ Act Goal

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

District or Charter School Literacy Goal

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

The literacy goals for Oshki Ogimaag Charter School (OOCs) for the 2024-25 school year are:

- To implement an updated comprehensive research-based, MDE approved literacy curriculum that meets the needs of our school, and incorporates evidence-based instructional practices.
- To develop a literacy-focused Professional Learning Community (PLC) which will include all instructional staff and instructional support staff. The PLC will meet at least one time monthly and focuses will include professional development for increasing instructional pedagogy, evaluation of instructional approaches, foundational awareness of literacy skills development, literacy screening, progress monitoring, and tiered systems of support.

- We will develop a Tiered System of Support and train all instructional staff on this system. This Tiered Systems of Support will include screening and assessment, targeted interventions, progress monitoring, family notification and involvement, pre-referral interventions, and formal evaluation.
- In order to encourage reading, highlight the joys of reading and role-model reading OOCs will continue and/or incorporate the following practices:
- School-wide Sustained Silent Reading (SSR) weekly for 15-20 minutes where all adults and students at school read quietly from the book of their choice.
- Reading with Elders - Each week a classroom will read to Elders at the Community Center, providing a literacy experience that is intergenerational, connected to community, and illustrates how we can connect with others through the joy of reading and sharing stories.
- Reading Buddies - Each week students will meet with a Reading Buddy and read aloud to one neater. We partner with the local Head Start, so students can read to younger friends, most of these young community members will be part of OOCs and we foster a relationship with them before they are enrolled at our school and instill a love for reading at a very early age.

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: CBM Reading FastBridge: aReading	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" 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 checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener:	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

Parent Notification and Involvement

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.

Notification Methods

- Families are notified of students' reading progress and scores on screenings and assessments and parent-teacher conferences, through quarterly report cards, and results of assessments are shared with parents via paper copy either mailed to their home or given in-person at conferences. Families are informed of interventions and tiered supports available to their students either in-person or in writing, if the family is unable to meet in-person. Written notification outlines student assessment scores, classroom performance, and a plan for support.

Reading Related Services Provided

- Tiered systems of support are available to all students. In addition to FastBridge assessments, students are administered easyCBM Benchmark assessments in Fall, Winter and Spring, administered by the school's interventionist to compare with FastBridge results and along with classroom performance, gain a full and accurate picture of students' reading proficiency and need for support, whether in the form of providing more challenging material to meet the student where they are at or support in reaching grade-level goals. The level of intervention provided is based upon assessments scores, classroom performance, and collaboration between families and the educational support team. Small group instruction in specialized reading groups occur within the classroom. 1:1 and small group targeted interventions pull-out and push-in services, are provided by a licensed teacher, frequency and duration is based upon student need and progress, with regular progress monitoring to track progress on goals, administered by a licensed teacher.
- Students with Individualized Education Programs (IEPs) receive specialized instruction provided by a licensed special education teacher, working on specific measurable goals that target their literacy needs using research and evidence-based practices, with weekly (or more frequent) data collected to monitor progress inform insertional practice. Progress reports on IEP goals are sent out with report cards.

Strategies Shared with Families to Use at Home

- Families are encouraged to read aloud with their students daily. Our homework policy is focused on reading time at home.
- We offer at-home use of online platforms used at school (such as Prodigy and IXL).
- Through our school newsletters we share information and articles on literacy skill development, the importance of reading aloud and share links to resources with families. Articles include tips to build literacy skills; such as asking comprehension questions.
- We offer access to books via our school library and frequently through grants and other projects are able to send books home to students for their home libraries.
- Families of students receiving targeted interventions receive strategies and materials specific to the particular student's reading goal that can be used at home for additional practice (including phonics and word games).

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						
1 st						
2 nd						
3 rd						

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.

*** Please numbers below listed as combined KG-3rd grade to protect student privacy.**

Number of Students KG-3rd Universally Screened in Fall: 14

Number of Students Universally Screened at or Above Benchmark Fall: 10

Number of Students KG-3rd Universally Screened in Spring: 12

Number of Students at or Above Benchmark Spring: 1

Number of Students Screened for Dyslexia: 9

Number Identified with Characteristics of Dyslexia: 4

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	3	1	0	0
5 th	0			
6 th	0			
7 th	n/a			
8 th	n/a			
9 th	n/a			
10 th	n/a			
11 th	n/a			
12 th	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	McGraw-Hill <i>Treasures</i> , Orton Gillingham, DAily 5, CAFE,	Foundational Skills	45 minute large group, 25 minutes differentiated instruction
1 st	McGraw-Hill <i>Treasures</i> , Orton Gillingham, DAily 5, CAFE,	Foundational Skills	45 minute large group, 25 minutes differentiated instruction
2 nd	McGraw-Hill <i>Treasures</i> , Orton Gillingham, DAily 5, CAFE,	Foundational Skills	60 minutes large group, 30 minutes differentiated instruction
3 rd	McGraw-Hill <i>Treasures</i> , Orton Gillingham, DAily 5, CAFE,	Foundational Skills	60 minutes large group, 30 minutes differentiated instruction
4 th	McGraw-Hill <i>Treasures</i> , Orton Gillingham, DAily 5, CAFE,	Foundational Skills	60 minutes large group, 30 minutes differentiated instruction
5 th	McGraw-Hill <i>Treasures</i> , Orton Gillingham, DAily 5, CAFE,	Foundational Skills	60 minutes large group, 30 minutes differentiated instruction

* The above reflects data from current curriculum. OOCs is in-process of choosing and adopting new literacy curriculum to be implemented in the 2024-2025 school year.

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	n/a		
7 th			
8 th			
9 th			
10 th			
11 th			
12 th			

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.

OOCS has not yet adopted the MnMTSS framework. The Team has not yet participated in an MDE professional learning cohort, attended MnMTSS professional learning, or conducted the Self-Evaluation of MnMTSS for District Leadership Team (SEM-DLT).

OOCS uses a multi-tiered system of support utilizing the *Responsive Classroom* approach, and we are currently in the phase of formally developing our multi-tiered system of support to better meet the needs we have identified in our students population, needs identified by instructional and instructional support staff, and to better align with evidence-based practices.

Data and Methods Used to Determine Tier 1 Targeted Evidence-Based Reading Instruction

- OOCS is currently undergoing a sequential review process to select curriculum, including meeting with a curriculum specialist, seeking evidence-based reading instructional materials that ensures evaluation for:
 - Alignments to the standards
 - Evidence-based for the target population of learners
 - Culturally and linguistically sustaining

- Inclusion of multiple perspectives and identities
- Recognition of bias in upholding stereotypes
- We will be developing implementing a process to train staff on the instructional materials and assessing the progress of implementation with the district

Monitoring Fidelity

- An educational consultant (licensed in elementary education and special education) is working with OOCS. Part of the consultant’s role will be observing instructional practices, ensuring evidence-based practices are being utilized and providing meaningful feedback to instructors.
- The Director and Assistant Director will be observing classroom instruction, using a rubric to monitor adherence to evidence-based practice in alignment with OOCS’s Literacy Plan. The Director and Assistant Director will meet with instructors to review results of observation, feedback from the consultant, and develop professional development plans for each instructor.
- Peer to Peer Observation and Feedback: Teachers will observe each other’s instructional practices, using a rubric and provide peer feedback.
- Monthly Literacy Focused PLCs: These meetings will be used to evaluate instructional approaches based on observations and progress monitoring, include professional development relating to foundational awareness of literacy skills development, professional development and discussion of literacy screening, progress monitoring and tiered systems of support.

Intensifying or Modifying Tier 1 Instruction

- Multiple data sources are used to differentiate instruction based on the needs and interests of students. Including; universal screeners, curriculum-based benchmark assessments, formative assessments, and student engagement and performance in the classroom.
- Small group and some 1:1 instruction is provided to all students, as well as minor accommodations, brain breaks as needed, reviewing newly learned concepts and foundational skills. Teachers modify approaches based upon student response to intervention.

Data and Methods Used to Identify Students Not Reading at Grade-Level

- Universal screeners Administered to all students the fall (first six weeks of school), winter, and spring (the last six weeks of school). FastBridge Early Reading K-1, FastBridge CBMReading 2-5, to identify students who are at-risk for reading below grade-level benchmarks.
- easyCBM Benchmark Assessments are administered in fall, winter and spring, to identify students needing extra support in reading, and compare results to universal screeners, to gain a more informed understanding a student need for support and levels of proficiency.

- Formative authentic assessments are regular and ongoing in the classroom, providing immediate feedback and informing instructional approaches.
- Teacher observations: Teachers work with students in small groups to gain insights on student proficiency and need for support in reading.

Criteria for Entry into Tier 2 and Tier 3 Interventions

Tier 2 Criteria:

- Performance below benchmarks on universal screeners and curriculum-based measures benchmark assessments.
- Teacher indicated lack of progress in response to Tier 1 instruction (indicated by formative assessments and teacher observations).
- Team recommendation (Team includes classroom instructor, interventionist, and administration).

Tier 3 Criteria

- Students scoring High Risk on universal screeners and curriculum-based measures benchmark assessments.
- Students not showing adequate progress after a period of 6-8 weeks of Tier 2 interventions.
- Team recommendation: (Team includes classroom instructor, interventionist and administration).

Process for Monitoring Fidelity of Interventions

- Observation and critical feedback: Ongoing observation by educational consultant, administration and peers using rubric to ensure effective instructional practice and provide meaningful feedback.
- Professional development: Instructors receive training on curriculum, intervention, assessment, and progress monitoring.
- Team Review: Classroom instructor, interventionist and administration meet monthly to review student progress, instructional practice, and implication of interventions.

Type and Frequency of Progress Monitoring During Intervention

Tier 2

- Progress Monitoring Tools: easyCBM assessments monthly

Tier 3

- easyCBM assessments bi-weekly

Criteria for Exit from Intervention

Tier 2

- Meeting grade-level benchmarks consistently for 2 consecutive months of progress monitoring
- Demonstration of sustained progress over 2 consecutive months
- Team (classroom instructor, interventionist, and administration) recommendation that student demonstrates indicators that they are likely to succeed with Tier 1 interventions, after review of relevant data.

Tier 3

- Student improves scores moving to Some Risk and/or Low Risk on universal screeners and easyCBM assessments
- Students are transitioned into receiving Tier 2 intervention and demonstrates sustained progress over a period of 2 months
- Team (classroom instructor, interventionist, and administration) recommends that the student is transitioned out of Tier 3 supports after review of relevant data.

Indicators and Criteria for Effective Tier 2 and Tier 3 Practices

Tier 2 Indicators of Effective Practices

- Students receive small group (4 or less students) and/or 1:1 instruction, are provided focused support and interventions targeted to their specific areas of identified need, instructional practices are informed by ongoing progress monitoring data.

Tier 3 Indicators of Effective Practices:

- Students receive intensive targeted 1:1 interventions, provided by interventionist with progress monitored bi-weekly, instructional practice is informed by student response to instruction and ongoing progress-monitoring data.

Criteria for Effectiveness for Tier 2 and Tier 3

- Improved student outcomes as evidenced by performance on universal screeners, curriculum-based measurement benchmark assessments, and classroom observations.
- High fidelity of implementation as evidenced by observational feedback provided by educational consultant and/or administration.
- Instructional approaches are informed by progress-monitoring data and observation of student performance.
- Sustainability of progress at all levels of intervention and as students transition out of intervention

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.

Approved Professional Development Plan: Oshki Ogimaag Charter School has selected MDE approved LETRS (Language Essentials for Teachers of Reading and Spelling) professional development program.

Timeline for Completion of Professional Development Plan

1st Year

- 1 (August-October) - Begin training sessions for all general education classroom teachers, special education teachers, and literacy support staff. Focusing on the challenges of learning to read and the speech sounds of English.
- 2 (November - mid-January): All general education teachers, special education teachers, and literacy support staff continue structured literacy training focusing on teaching beginning phonics: word recognition and spelling, and advanced decoding: spelling, and word recognition.
- 3 (Mid-January - mid-March): All general education teachers, special education teachers and literacy support staff continue structured literacy training focusing on oral language and vocabulary and reading comprehension.
- 4 (mid-March - June): All general education teachers, special education teachers, and literacy support staff continue structured literacy training focusing on text driven comprehension instruction and the reading-writing connection.

2nd Year

- Fall: Refresher training of structured literacy program, introduction to new staff members.
- Winter: Feedback and mentoring sessions provided to instructional staff 1:1.
- Spring: Evaluation of effectiveness of instructional practices and interventions, review of universal screening scores, curriculum-based measurement benchmark assessment scores, progress monitoring data, classroom performance, review of observations. Reflection and Identification of areas of success and areas in need of improvement. Development of professional development plan for next school year.

Ongoing:

- Refresher courses annually (or more frequently as needed), support and training for newly hired instructional and instructional support staff, monthly literacy-focused PLCs to reflect upon progress and effectiveness of instructional approaches and interventions, identify student needs, and engage in structured literacy professional development.

Support for Implementation of Structured Literacy, Data Collection and Use for Continuous Improvements

- Guided reflective practice: Instructional staff and instructional support staff will be observed by teaching consultant, administration and peers, using a rubric to measure fidelity of implementation of structured literacy practices. Feedback will be provided, staff will engage in self-reflection upon practices and critical feedback. Feedback and reflections will inform professional development plans for staff.
- Professional Learning Communities (PLCs): Monthly literacy-focused PLCs where staff will engage in professional development, reflect upon effectiveness of instructional practices after reviewing feedback and progress monitoring data, make recommendations for student supports, and identify areas of support needed by staff to accomplish professional development goals. All literacy curricula, instructional materials, assessment tools, and coinciding trainings will be provided to staff by the district.
- Data collected will include assessment scores from universal screeners, curriculum-based measures benchmark assessment scores, classroom observation and performance, instructional staff and instructional support staff observations, and progress monitoring data. Data will be used to inform effectiveness of instructional practices, instruction will pivot based upon the needs of students, data will be used to identify appropriate levels of support to meet with individual needs of students, and reflection upon data will be used to develop individual professional development plans and within PLCs to develop school-wide professional development plans.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/ 619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	2	0	0	2
Grades 4-5 (or 6) Classroom Educators (if applicable)	1	0	0	1
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	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	3	0	0	3

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	1	0	0	1
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
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.

Areas in Need of Refinement:

Student achievement levels show a need for improved instructional practices. As a staff we have identified the following areas in need of focus to increase effectiveness of instructional practice and improve student outcomes:

Curriculum - Curriculum available to instructional staff may have not adequately met the needs of students, full-reflected current evidence-based practices and may not have been implemented with fidelity and consistency across classrooms.

- Next Steps: OOCs will adopt updated, MDE approved curriculum, provide training to staff, and have a framework for evaluation of effectiveness of instructional practice to ensure curriculum is being implemented consistently across classrooms.

Tiered Systems of Support - The staff identified a need for a formalized tiered system of support to clarify and guide practices.

- Next Steps: A framework for a tiered system of support has been developed and staff will be trained on this, and implement this framework.

Instructional Practices - Staff identified a need for more consistency of instructional practices and implementation of curriculum across classrooms, as well as a need to measure effectiveness of instructional practices.

- Next steps: Staff will be observed by educational consultant, administration and peers, using a rubric to measure effectiveness of implementation of curriculum and instructional practice. Staff will receive meaningful feedback, engage in reflection and develop professional development plans. Instructional practices will be informed by data collected including scores of universal screeners, curriculum-based measurement benchmark assessment scores, progress monitoring data and observational data.

Professional Development - Staff identified a need for focused professional development.

- Next Steps: Staff will receive regular professional development on implementation of newly adopted curriculum, and structured literacy, and engage in monthly literacy-focused PLCs where data will be reviewed, staff will engage in reflections, Teams will make recommendations based upon student need and staff will engage in professional development.

Family and Community Engagement - Staff, families and communities communicated a desire for greater communication from the school in regards to instructional practices, goals, and general activities at school.

- Next Steps: Staff has implemented weekly newsletters with descriptions of instructional practices, recommendations and resources for home, and information regarding building literacy skills. Staff has a plan for increased communication and outreach to families and community through school events and activities that highlight literacy and increase engagement