# Local Literacy Plan: 2024-25 School Year

To support every child reading at​ or above grade level every year, beginning in kindergarten, and to support multilingual​ learners and students receiving special education services in achieving their individualized​ reading goals in order to meet grade level proficiency, a school district or charter school must​ adopt a local literacy plan that describes how they are working to meet that goal. A district must update​ and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a (2023)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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: Tri-County 2358**

**Date of Last Revision: 5-17-24**

## Minnesota READ Act Goal

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

## District or Charter School Literacy Goal

**Screening & Dyslexia:**

\*All students grade K-8 will be screened in the fall and spring using mClass with DIBELS 8th edition \*Students who are are identified as reading below grade level will be screened for dyslexia using mClass with DIBELS 8th edition

**Professional Development:** 100% of staff registered, will complete Phase 1 of LETRS training

**Literacy Curricula Selection:**

Using the information provided by the Minnesota Department of Education, the district will explore updating our literacy curricula

## 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)

mCLASS with Dibels 8th edition is an all-in-one system for Science of Reading-based universal screening, dyslexia screening, and progress monitoring. Powered by DIBELS 8th Edition, mCLASS helps measure & strengthen the foundational skills that all students need to become confident readers.

### 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** | ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 | ☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension | ☒ Universal Screening ☒ Dyslexia Screening | ☒ First 6 weeks of School (Sept) ☒ Winter (Jan.) ☒ Last 6 weeks of School (May) |
| **DIBELS Data System (DDS) with DIBELS 8th Edition** | ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 | ☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension | ☐ Universal Screening ☐ Dyslexia Screening | ☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring) |
| **FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)** | ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 | ☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension | ☐ Universal Screening ☐ Dyslexia Screening | ☐ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ 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:**  **mClass DIBELS 8th edition** | ☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 | ☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension | ☒ Universal Screening  ☐ Dyslexia Screening | ☒ First 6 weeks of School (Sept)  ☐ Winter  ☒ Last 6 weeks of School (May) |
| **Name of Screener:**  **STAR Reading**  **More guidance coming for 4-12** | ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 | ☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension | ☒ Universal Screening ☐ Dyslexia Screening | ☒ First 6 weeks of School (Sept) ☐ Winter (optional) ☒ Last 6 weeks of School (May) |

## 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 notification:**

It is imperative that parents know the academic progress of their children. . The district holds Parent-Teacher Conferences twice each year for grades K-12. The district distributes report cards at the end of each academic quarter in November, January, March and May. MCA scores are distributed and discussed with parents at the fall conference.

Parents are notified in the fall and spring of K-12 student results from the DIBEL 8th edition screening tool. Parents of students in K-8 determined below grade level receive further screening results after a dyslexia screening. Parents of K-6 students are contacted by mail with an intervention plan.

Parents are informed of services offered to their student: for example, small group instruction, Title I services, pullout services and Special Education services. Parents are given strategies to help their students select books, foster fluency, build comprehension skills and to expand vocabulary. Information will be given to parents to promote literacy and reading at home through the school website and school- to-home connections. Entrance and exit criteria for targeted interventions will be explained to parents.

Teachers contact parents directly when they notice students having difficulty learning to read to offer ideas on how the school and families can work together to improve student progress.

**At Home Strategies:**

Students in Title 1 who receive instruction in *Fountas & Pinnell Leveled Literacy Intervention (LLI)* receive a book bag to bring home every night. Parents are encouraged to read this book with their child.

An information handout will be provided to parents when a child has been identified as having “characteristics of dyslexia.” We will also have a handout describing the science of reading.

Parents are informed of services offered to their student: for example, small group instruction, Title I services, pullout services and Special Education services. Parents will be given strategies to help their students select books, foster fluency, build comprehension skills and to expand vocabulary. Information will be given to parents to promote literacy and reading at home through the school website and school- to-home connections. Entrance and exit criteria for targeted interventions will be explained to parents.

Parents are given the UFLI Parent Resource Hub to use for information and activities to do with their child. Students will have access outside of school to use literacy apps like Boost Reading

**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 | 14 | 10 | 13 | 13 | 13 | 0 |
| 1st | 15 | 8 | 15 | 13 | 15 | 1 |
| 2nd | 13 | 6 | 12 | 10 | 0 | 0 |
| 3rd | 11 | 5 | 12 | 7 | 0 | 0 |

### 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** |
| --- | --- | --- | --- | --- |
| 4th | 14 | 6 | 0 | 0 |
| 5th | 10 | 3 | 0 | 0 |
| 6th | 9 | 3 | 0 | 0 |
| 7th | 18 | 7 | 0 | 0 |
| 8th | 12 | 5 | 0 | 0 |
| 9th | 9 | 1 | 0 | 0 |
| 10th | 16 | 3 | 0 | 0 |
| 11th | 14 | 3 | 0 | 0 |
| 12th | 3 | 1 | 0 | 0 |

## 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 | Journeys  Heggerty  UFLI  Scholastic News | Comprehensive  Foundational  Foundational  knowledge Building | Journeys during Guided Reading = 30 minutes 4x/week - differentiated  Journeys during Phonics = 5 min 3x/week - whole group    Heggerty - 20 min 5x/week - whole group  UFLI - 10 min (occasionally)  Scholastic News - 30 minutes 1x/week - whole group |
| 1st | Journeys  Heggerty  UFLI  Scholastic News  Reading Eggs  Boddle  Boddle | Comprehensive  Foundational  Foundational  Knowledge Building  Reading Eggs -Supplemental  Boddle-supplemental | Journeys Reading = 30-45 minutes 4x/week. 15 minutes of Guided Reading 2 days a week.  Heggerty - 20 min 5x/week - whole group  UFLI - 15-30 Minutes during Guided Reading.  Scholastic News - 30 minutes 1x/week - whole group  Reading Eggs- 30min. 1x/week  Boddle - 30 min 1x/week |
| 2nd | Journeys  Heggerty  UFLI  Scholastic News  Reading Eggs  Prodigy | Comprehensive    Foundational  Foundational  Knowledge Building  Supplemental  Supplemental | 60 minutes 5x week whole group; 15 minutes small group 5x week  15 minutes 5x week whole group  20 minutes 4x week whole group  20 min 1x per week whole group  20 minutes differentiated 1x per week  20 minutes differentiated 1x per week |
| 3rd | Journeys  Prodigy  Scholastic News | Comprehensive  Supplemental  Knowledge Building | 80 min 5x/week- 60 min whole group and 20 min small group  60 min weekly-differentiated  25 min weekly- whole group |
| 4th | Journeys  Scholastic News  Epic | Comprehensive  Knowledge Building  Supplementary | 60 min 5x week - whole group  20 min weekly-whole group  40 min weekly-differentiated |
| 5th | Journeys  Prodigy  Scholastic News  PBS Learning - News Quiz | Comprehensive  Supplemental  Knowledge Building  Knowledge Building | 60 min 5x/week - whole group  50 min/week - differentiated  40 min weekly - whole group  20 min weekly - whole group |

## Core ELA Instruction and Curricula Grades 6-12

| **Grade** | **Implemented ELA Curricula** | **Description of Curricula Use (e.g. comprehension, vocabulary, writing)** | **Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)** |
| --- | --- | --- | --- |
| 6th | Journeys  PBS Learning - News Quiz  Prodigy  Novel Study  Scholastic News  Story Writing  Poetry Study/Writing | Comprehensive  Knowledge Building  Supplemental  Vocabulary Building  Knowledge Building  Comprehensive  Comprehensive | 60 min 5x a week-whole group  20 min weekly - whole group  50 min weekly - differentiated  20 min 5x/week - whole group  40 min weekly - whole group  40 min weekly - whole group  15 min weekly - whole group |
| 7th | Prentice Hall Literature  Vocabulary for Achievement  Novels  Upfront Magazine (non-fiction)  Grammar/M.U.G Shot  Lit Term Tuesday  Thinking Thursday | Comprehensive  Foundational & Knowledge Building  Knowledge Building  Knowledge Building  Foundational  Foundational  Supplemental | Quarter 1/ 2 Instruction - approx 30 mins per day  4 X per week - approx 10 mins a day  Quarter 4 instruction - 30 mins per day  Sporadic use throughout the year  1 X per week  1 X per week  1 X per week |
| 8th | Prentice Hall Literature  Vocabulary for Achievement  Novels  Upfront Magazine (non-fiction)  Grammar/M.U.G Shot  Lit Term Tuesday  Thinking Thursday | Comprehensive  Foundational & Knowledge Building  Knowledge Building  Knowledge Building  Foundational  Foundational  Supplemental | Quarter 1/ 2 Instruction - approx 30 mins per day  4 X per week - approx 10 mins a day  Quarter 4 instruction - 30 mins per day  Sporadic use throughout the year  1 X per week  1 X per week  1 X per week |
| 9th | Prentice Hall Literature  Vocabulary for Achievement  Novels  Upfront Magazine (non-fiction)  Grammar/M.U.G Shot  Lit Term Tuesday  Thinking Thursday | Comprehensive  Foundational & Knowledge Building  Knowledge Building  Knowledge Building  Foundational  Foundational  Supplemental | Quarter 1/ 2 Instruction - approx 30 mins per day  4 X per week - approx 10 mins a day  Quarter 4 instruction - 30 mins per day  Sporadic use throughout the year  1 X per week  1 X per week  1 X per week |
| 10th | Prentice Hall Literature  Vocabulary for Achievement  Novels  Upfront Magazine (non-fiction)  Grammar/M.U.G Shot  Lit Term Tuesday  Thinking Thursday | Comprehensive  Foundational & Knowledge Building  Knowledge Building  Knowledge Building  Foundational  Foundational  Supplemental | Quarter 1/ 2 Instruction - approx 30 mins per day  4 X per week - approx 10 mins a day  Quarter 4 instruction - 30 mins per day  Sporadic use throughout the year  1 X per week  1 X per week  1 X per week |
| 11th | Prentice Hall Literature  Vocabulary for Achievement  Novels  Upfront Magazine (non-fiction)  Grammar/M.U.G Shot  Lit Term Tuesday  Thinking Thursday | Comprehensive  Foundational & Knowledge Building  Knowledge Building  Knowledge Building  Foundational  Foundational  Supplemental | Quarter 1/ 2 Instruction - approx 30 mins per day  4 X per week - approx 10 mins a day  Quarter 4 instruction - 30 mins per day  Sporadic use throughout the year  1 X per week  1 X per week  1 X per week |
| 12th | Prentice Hall Literature  Vocabulary for Achievement  Novels  Upfront Magazine (non-fiction)  Grammar/M.U.G Shot  Lit Term Tuesday  Thinking Thursday | Comprehensive  Foundational & Knowledge Building  Knowledge Building  Knowledge Building  Foundational  Foundational  Supplemental | Quarter 1/ 2 Instruction - approx 30 mins per day  4 X per week - approx 10 mins a day  Quarter 4 instruction - 30 mins per day  Sporadic use throughout the year  1 X per week  1 X per week  1 X per week |

**Data-Based Decision Making for Literacy Interventions**

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](https://education.mn.gov/mde/dse/mtss/) (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)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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?*

Our district does not use the MnMTSS framework, but does have some components that are used.

We have not participated in the MDE professional learning cohorts.

We have not attended MnMTSS professional learning and we have not conducted the Self-Evaluation of MnTSS for District Leadership Teams.

*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.*

**Tier 1 Core Practices:**

These practices involve the instruction and support provided to every student.

1. SEL practices across content areas on a daily basis for every student
   1. SEL curriculum for grades K-6
   2. Differentiated instruction based on needs & interests of students
   3. Students’ backgrounds & prior knowledge is used to help students make connections
   4. embedding social-emotional learning into Tier 1 curriculum
   5. group and individual counseling sessions by School Social Workers available
2. Tier 1 Instructional practices
   1. modeling
   2. collaborative learning
   3. inquiry-based learning
   4. differentiated instruction
   5. scaffolding
   6. technology integration
   7. visual learning

Data is collected by classroom teachers using reading screeners, weekly tests, classroom observations, behavior, attendance, social-emotional learning, to determine if students need additional support.

*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.*

**Tier 2:**

Methods to determine if students need Tier 2 intervention:

1. below grade level screening results using STAR reading, STAR Early Literacy, Local assessments, and DIBELS 8th edition (beginning Fall 2024)
2. not responding to Tier 1 instruction (curriculum assessments, teacher observation)

A Title 1 teacher provides small group and individual pull-out instruction for students in Grades K-6. An evidence-based curriculum is used in this instruction, as well as supplemental classroom materials. Tier 2 instruction provides targeted support for small groups of students who are unsuccessful with Tier 1 instruction alone. A Title 1 paraprofessional is available for small group help within the classroom. Communication between Title 1 and Classroom teachers is ongoing.

**Tier 3:**

If students have not been making progress using Tier 1 or Tier 2 instruction, they may be referred for further assessment in special education.

1. Student Assistance Team meeting with regular ed teacher, Title 1 teacher, Sped teacher, school psychologist, school social worker & administration to discuss interventions
2. Meeting with parents
3. Start the Testing progress

If a student qualifies for an Individualized Education Plan, individual goals and assessments are done.

Tier 2 & 3 interventions are monitored through progress monitoring data based on the intensity of the 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.*

1. **Needs Assessment:**
   * Conduct a needs assessment to identify the specific areas of improvement in literacy instruction among educators at Tri-County.
   * Analyze existing data, such as literacy assessment scores, teacher feedback, and student performance data, to pinpoint areas of weakness.
2. **Goals and Objectives:**
   * Establish clear goals for the professional development program, aligned with the needs identified in the assessment.
   * Objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).
3. **Selection of Resources:**
   * Choose appropriate resources, such as LETRS (2024-26) and mCLASS with DIBELS (Starting Fall 2024), based on their effectiveness in promoting structured literacy instruction.
   * Provide access to relevant materials, including textbooks, online resources, and training modules (synchronous and asynchronous).
4. **Training Structure: LETRS 2024-26 (2 Year program)**
   * Design a training schedule that accommodates the availability of educators and ensures comprehensive coverage of structured literacy principles.
   * Balance between in-person workshops, online modules, and ongoing support sessions. (synchronous and asynchronous- blended learning approach to cater to diverse learning styles).
5. **Curriculum Design:**
   * Develop a curriculum that integrates LETRS and mCLASS with DIBELS resources, focusing on key components of structured literacy, including phonemic awareness, phonics, vocabulary, fluency, and comprehension.
   * Incorporate hands-on activities, case studies, and real-world examples to enhance engagement and application.
6. **Professional Learning Communities (PLCs):**
   * Foster collaboration among Tri-County educators by establishing PLCs focused on structured literacy instruction.
   * Encourage peer learning, sharing of best practices, and problem-solving within PLCs.
7. **Assessment and Progress Monitoring:**
   * Implement pre- and post-assessments to measure educators' knowledge and skills in structured literacy instruction.
   * Use formative assessments to gauge progress and adjust the training accordingly. (Progress monitoring is built into the LETRS program)
8. **Coaching and Mentoring:**
   * Provide ongoing coaching and mentoring to support educators in implementing structured literacy strategies effectively.
   * Assign experienced mentors to work closely with newer teachers, offering feedback, guidance, and personalized support.
9. **Evaluation and Continuous Improvement:**
   * Conduct regular evaluations of the professional development program to assess its impact on educator practice and student outcomes.
   * Solicit feedback from participants to identify strengths, areas for improvement, and emerging needs.
   * Use data-driven insights to refine and enhance the training program over time.
10. **Sustainability Plan:**
    * Develop a sustainability plan to ensure the longevity and scalability of the structured literacy initiative.
    * Integrate structured literacy principles into ongoing professional development, and district-wide literacy initiatives.

By following this structured approach, educators at Tri-County can receive comprehensive training on structured literacy using LETRS and mCLASS with DIBELS, ultimately leading to improved literacy outcomes for all students.

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 | 1 | 0 | 0 | 1 |
| K-3 Classroom Educators (including ESL instructors responsible for reading instruction) | 4 | 0 | 0 | 4 |
| Grades 4-5 (or 6) Classroom Educators (if applicable) | 3 | 0 | 0 | 3 |
| K-12 Reading Interventionists | 1 | 0 | 0 | 1 |
| K-12 Special Education Educators responsible for reading instruction | 2 | 0 | 0 | 2 |
| Pre-K through grade 5 Curriculum Directors | 1 | 0 | 0 | 1 |
| Pre-K through grade 5 Instructional Support Staff who provide reading support | 7 | 0 | 0 | 0 |

| **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 | 1 | 0 | 0 | 1 |
| 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.*

1. **Targeted Professional Development:**
   * Offer targeted professional development sessions or workshops focused on specific areas identified for improvement, such as phonics instruction or vocabulary development.
   * Provide ongoing coaching and support to teachers to ensure they can effectively implement evidence-based practices in their classrooms.
2. **Curriculum Revision or Enhancement:**
   * Revise or enhance the curriculum to better align with evidence-based literacy practices - transition to approved screeners.
   * Provide teachers with updated instructional materials and resources to support effective literacy instruction.
3. **Data-Informed Instructional Decision-Making:**
   * Implement systems for regularly analyzing student data to inform instructional decision-making.
   * Provide teachers with training on how to use assessment data to differentiate instruction and meet the needs of all learners.
4. **Family and Community Engagement:**
   * Develop initiatives to increase family and community involvement in supporting literacy development.
   * Provide resources and workshops for parents on how to support literacy at home and engage in literacy activities with their children.
5. **Monitoring and Evaluation:**
   * Establish systems for monitoring the implementation of evidence-based literacy instruction and evaluating its impact on student outcomes.
   * Regularly assess progress and make adjustments as needed to ensure continuous improvement.

By taking these next steps, Tri-County can work towards improving the implementation of evidence-based literacy instruction and ultimately enhance literacy outcomes for all students.