

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Stride Academy (4142-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Stride Academy (4142-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2025\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

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

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

The following was implemented or changed to make progress towards the goal(s):

During the 2025-26 school year, STRIDE implemented several actions to make progress toward our literacy goals. We continued to strengthen Tier 1 literacy instruction through the use of evidence-based instructional resources, including Wonders and UFLI, to support alignment with the science of reading. Teachers continued to focus on foundational reading skills, explicit instruction, and consistent instructional routines across grade levels.

A major area of progress was staff training. STRIDE completed Phase 1 training through CAREIALL for K-6 classroom teachers, special education teachers, interventionists, multilingual learner teachers, and other licensed staff. STRIDE did not have any teachers complete the Phase 2 training during the 2025-26. All paraprofessionals employed by September 1, 2025 completed the Paraprofessional Literacy Training designed specifically for support staff. This helped build a shared understanding of evidence-based reading practices across both instructional and support roles.

We also continued the use of FastBridge data during Professional Learning Communities. Teachers reviewed screening and progress monitoring data to identify student needs, monitor growth, and adjust instruction and interventions. This data-based decision-making process supported more targeted literacy instruction for students, including multilingual learners and students receiving special education services.

Overall, the work completed this year strengthened our literacy system by increasing staff knowledge, improving data use, and supporting consistent implementation of evidence-based reading instruction.

The following describes how Stride Academy (4142-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance continues to differ from the literacy goal detailed in the READ Act because STRIDE students are not yet meeting benchmark expectations at the desired level. While progress has been made through evidence-based instruction, Science of Reading training, and continued use of FastBridge data, our screening and progress monitoring results show that too many students are still performing below grade-level literacy benchmarks. Students continue to need additional support in foundational reading skills such as phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. This is especially important for students receiving intervention services, multilingual learners, and students receiving special education services.

FastBridge data reviewed during PLCs has helped staff identify students who are not yet meeting benchmark and adjust instruction and interventions accordingly. However, the number of students below benchmark shows that continued work is needed to strengthen Tier 1 instruction, provide targeted interventions, and monitor student growth more consistently. STRIDE has taken important steps toward aligning literacy instruction with the READ Act, however, current student performance shows that we are still falling short of benchmark and must continue focused efforts to improve literacy outcomes for all students.

Stride Academy (4142-07)'s literacy goal(s) for the 2026-27 school year:

Student Literacy Growth: By May 2027, STRIDE Academy will increase the percentage of K-8 students scoring in the low-risk/benchmark range on DIBELS and/or FastBridge reading screeners by at least 8% from Fall 2026 to Spring 2027.

Fidelity of Literacy Instruction: During the 2026-27 school year, STRIDE Academy will implement regular literacy fidelity checks to monitor implementation of evidence-based reading instruction, including Wonders, UFLI, and intervention practices. Fidelity checks will be used to support consistent Tier 1, Tier 2, and Tier 3 instruction and to identify coaching or professional development needs.

The Local Literacy Lead, Sarah Stone, for Stride Academy (4142-07) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead collaborates regularly with the Director of Academics, MTSS coordinator, building Principals, and the literacy intervention team to support READ Act implementation and alignment with district literacy goals. This collaboration includes reviewing universal screening and progress monitoring data, supporting structured literacy and evidence-based reading practices, participating in data-based decision-making, and identifying areas where teachers may need additional support. The Literacy Lead also provides guidance related to MTSS practices, professional development, parent notification requirements, and family engagement to help ensure consistent literacy supports across grade levels.

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The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Stride Academy (4142-07) Local Literacy Plan is posted on the district website at

<https://www.strideacademy.org/about/public-reporting>

2. Screening Tools K-3

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

Stride Academy (4142-07) has administered an MDE approved K-3 READ Act screening tool

Yes

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

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	N/A
	Grade 1	MDE Composites	N/A
	Grade 2	MDE Composites	N/A
	Grade 3	MDE Composites	N/A

The district or charter school conducted oral language screening in the 2025-26 school year?

No

Continuous Improvement for Screening Tools Used in Grades K-3

Stride Academy (4142-07) will be utilizing the following screening tool(s) in 2026-27:

mCLASS with DIBELS 8th Edition

Stride Academy (4142-07) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Due to the READ Act guidance, STRIDE has opted to implement DIBELS to ensure students with ACCESS scores below 2.0 receive screening with an approved tool.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

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

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge CBMReading	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing

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- Reading Comprehension

Stride Academy (4142-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Stride Academy (4142-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Due to the READ Act guidance, STRIDE has opted to implement DIBELS to ensure students with ACCESS scores below 2.3 receive screening with an approved tool.

4. Screening Summary Student Counts Grade K-3

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

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	72	12	77	27	78	21
1st	68	18	77	23	77	26
2nd	81	19	87	25	89	25
3rd	81	38	85	32	91	35

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

5. Dyslexia Screening Summary Student Counts K-3

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

Stride Academy (4142-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:
Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	78	53
1st	91	38
2nd	89	38
3rd	77	44

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

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

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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Stride Academy (4142-07) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

For the 2026-27 school year, STRIDE Academy will transition to DIBELS as its approved literacy screening and progress monitoring tool. Oral language screening will also be added for Kindergarten and Grade 1 students in the fall. Grade 2 students will complete the oral language screening until they meet the End-of-Year Grade 1 benchmark.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Stride Academy (4142-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	92	92	53	0	51	0
5th	111	111	65	0	63	0
6th	98	98	48	0	47	0
7th	94	94	60	0	58	0
8th	79	79	45	0	40	0
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	0	CTSTR	CTSTR	0

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

7. Data-Based Decision Making for Action

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

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

At STRIDE Academy, evidence-based instruction and intervention are matched to student needs through a structured MTSS process that uses multiple sources of data. All students in grades K-8 participate in universal reading screening three times per year using FastBridge in the fall, winter, and spring. Screening data is reviewed by classroom teachers, interventionists, administration, and the literacy team to identify students who are meeting grade-level expectations, students who may need differentiated Tier 1 support, and students who may require Tier 2 or Tier 3 reading intervention.

When screening data indicates a need for additional support, staff review additional data points, including diagnostic assessments, classroom performance, curriculum-based measures, teacher observations, intervention history, and progress monitoring data. This helps determine the specific area of need, such as phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, or written language connected to reading development.

All students receive evidence-based, standards-aligned core literacy instruction through district-approved materials and instructional routines, including Wonders and UFLI. Teachers use classroom data, formative assessments, and screening results to differentiate Tier 1 instruction through flexible grouping, targeted skill practice, pacing adjustments, and additional scaffolds.

Students who need support beyond core instruction receive targeted Tier 2 or Tier 3 intervention matched to their identified skill needs. Tier 2 intervention typically includes supplemental small-group instruction focused on specific reading skills. Tier 3 intervention is more intensive and individualized, with smaller group sizes, increased frequency, and more frequent progress monitoring. Intervention placement and adjustments are made through team-based data review to ensure that instruction is responsive to student progress and aligned with evidence-based reading practices.

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

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STRIDE Academy monitors fidelity of Tier 1 literacy instruction through classroom observations, walkthroughs, PLC collaboration, curriculum implementation support, and regular data review. Administrators and instructional leaders conduct classroom walkthroughs to look for consistent use of evidence-based literacy practices, alignment to core curriculum, explicit instruction, appropriate pacing, student engagement, and opportunities for practice and feedback. These observations also provide opportunities for coaching and support.

Teachers participate in PLCs and grade-level data meetings to review FastBridge screening data, classroom assessments, curriculum-based assessments, and student work. These meetings help staff identify trends across classrooms and grade levels, determine whether core instruction is meeting the needs of most students, and plan adjustments to Tier 1 instruction. Staff use this process to determine which skills need to be retaught, reinforced, or extended.

Tier 1 instruction is differentiated through flexible grouping, small-group instruction, targeted skill practice, adjusted pacing, scaffolding, and enrichment. Teachers use data to provide additional support for students who need more practice with foundational skills, fluency, vocabulary, comprehension, or grade-level standards. Differentiation also includes supports for multilingual learners and students receiving special education services so that all students have access to high-quality literacy instruction.

Professional learning aligned with the Science of Reading supports staff in implementing evidence-based instruction with fidelity. This includes continued attention to explicit and systematic instruction, foundational reading skills, vocabulary and comprehension development, and the use of assessment data to guide instruction. Fidelity is supported through collaboration among classroom teachers, interventionists, the literacy team, and administrators. Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Students are considered for Tier 2 or Tier 3 targeted reading intervention based on multiple data points, including FastBridge universal screening results, Capti ReadBasix screening data, diagnostic assessment data, classroom performance, curriculum-based assessments, teacher input, and prior intervention history.

Students who score below benchmark on FastBridge screening but do not demonstrate the most significant level of need may be considered for Tier 2 supplemental intervention. These students typically demonstrate specific reading skill gaps that can be addressed through targeted small-group instruction in addition to Tier 1 core instruction.

Students who score significantly below benchmark or demonstrate persistent reading difficulties may be considered for Tier 3 intensive intervention. Tier 3 is designed for students who require more individualized instruction, smaller group size, increased intensity, and more frequent progress monitoring. Placement decisions are reviewed by the MTSS or literacy team to ensure that intervention is appropriately matched to the student's area of need.

The overall process is consistent across grades K-8, but the focus of intervention may differ by grade level. At the

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elementary level, intervention often emphasizes foundational literacy skills, including phonemic awareness, phonics, decoding, word recognition, and fluency, while also supporting vocabulary and comprehension. At the middle school level, intervention may focus more heavily on fluency, vocabulary, comprehension, morphology, academic language, and strategies for accessing grade-level text, while still addressing foundational skill gaps when they are present.

In both elementary and secondary grades, entrance into intervention is based on data-based decision making and team review rather than a single assessment score.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

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

STRIDE Academy uses a structured progress monitoring protocol to determine whether Tier 2 or Tier 3 reading interventions should be continued, modified, intensified, or faded. Students receiving Tier 2 support are progress monitored every two weeks using FastBridge or another appropriate measure aligned to the student's identified area of need. Students receiving Tier 3 support are progress monitored weekly due to the increased intensity of need.

Progress monitoring data is reviewed regularly by interventionists, classroom teachers, administrators, and the literacy or MTSS team. The team reviews student growth, rate of improvement, consistency of progress, attendance, intervention participation, and alignment between the intervention and the student's identified skill need. Data is used to determine whether the student is responding adequately to the intervention.

If a student is making adequate progress, the team may continue the current intervention and monitor for sustained growth. If progress is limited or inconsistent, the team may adjust the intervention. Possible modifications include changing the instructional focus, increasing frequency or duration, reducing group size, providing additional explicit instruction, increasing opportunities for practice and feedback, or selecting a different evidence-based intervention strategy or material.

Students receiving Tier 3 support are reviewed more frequently because they require more intensive intervention. If a student continues to make limited progress despite intensified support, the team may consider additional diagnostic information, consultation with specialists, or referral to the problem-solving or special education evaluation process, when appropriate.

In addition to ongoing progress monitoring review, larger data meetings are held after fall, winter, and spring universal screening windows. During these meetings, teams evaluate overall intervention effectiveness, student

movement between tiers, and instructional needs for the next term. This process ensures that intervention decisions are data-informed, timely, and responsive to individual student needs.

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

Students may exit Tier 2 or Tier 3 reading intervention when multiple data points indicate that they have made sufficient and sustained progress and no longer require the same level of targeted support to access grade-level literacy instruction. Exit decisions are made collaboratively by the MTSS or literacy team and include a review of FastBridge screening data, progress monitoring data, classroom performance, curriculum-based assessments, teacher input, and intervention history.

Students may be considered for exit from Tier 2 when they demonstrate consistent progress toward benchmark, meet or approach grade-level expectations, and show that they can maintain growth with differentiated Tier 1 instruction. Students may be considered for exit from Tier 3 when they demonstrate sustained improvement, reduced need for intensive support, and readiness to transition to Tier 2 or Tier 1 support with continued monitoring.

Exit decisions are not based on one data point alone. Teams consider the student's rate of improvement, consistency of performance over time, and ability to apply reading skills in classroom settings. In some cases, students may move from Tier 3 to Tier 2 before fully exiting intervention, allowing the team to monitor whether progress is maintained with a reduced level of support.

At the elementary level, exit decisions often focus on foundational reading skills such as phonemic awareness, phonics, decoding, word recognition, fluency, and early comprehension. At the middle school level, exit decisions may place greater emphasis on fluency, vocabulary, comprehension, academic reading, and the student's ability to apply reading strategies across content areas. When foundational skill gaps are present in older students, those skills are also considered as part of the exit decision.

Across all grade levels, students who exit intervention continue to be monitored through classroom data and universal screening to ensure that progress is maintained.

8. Parent Notification and Involvement

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

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

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	3 times per year	Letter sent home with student
Grade 7	3 times per year	Letter sent home with student
Grade 8	3 times per year	Letter sent home with student

READ Act requires the following information be included in parent notifications:

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

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

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

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Stride Academy (4142-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

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

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: STRIDE uses a curriculum review cycle to select and evaluate evidence-based Tier 1 core curricular resources. The process includes reviewing student data, identifying instructional strengths and gaps, reviewing priority standards, and evaluating resources for alignment to evidence-based practices and the needs of all learners.

Curriculum review teams include representation from grade-level and/or subject-area teachers, along with district and school leadership as appropriate. This ensures that staff who will implement the curriculum have input in the review and selection process. For literacy, resources are reviewed for alignment with structured literacy, grade-level standards, READ Act expectations, and support for multilingual learners and students receiving special education services.

The final recommendation is based on instructional alignment, usability, student needs, and the resource's ability to support strong Tier 1 literacy instruction.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: STRIDE follows a seven-year curriculum review cycle that includes planning, exploration, initial implementation, full implementation, and ongoing monitoring and adjustment. During the planning and exploration phases, teams review student data, priority standards, instructional needs, and available evidence-based resources.

After a resource is selected, STRIDE provides professional development and supports initial implementation with teachers. Full implementation includes continued training, monitoring of student learning data, and support for consistent instructional practices. As implementation continues, STRIDE will use fidelity checks, staff feedback, standards alignment reviews, and student performance data to determine whether adjustments are needed.

This timeline allows STRIDE to select, implement, and monitor Tier 1 literacy resources in a thoughtful and sustainable way while ensuring alignment with structured literacy, READ Act expectations, and the needs of all learners.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

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

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Orton Gillingham	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	30
	Tier 3	Grade 7	30
	Tier 3	Grade 8	30
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
Other Resources - Advanced Word Study	Tier 2	Grade 5	20
	Tier 2	Grade 6	20

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Advanced Word Study	Tier 2	Grade 7	20
	Tier 2	Grade 8	20
Other Resources - FastBridge Interventions	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
	Tier 2	Grade 6	20
	Tier 2	Grade 7	20
	Tier 2	Grade 8	20
Other Resources - Foundation in Sounds	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
Other Resources - Functional Phonics & Morphology	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Stride Academy (4142-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$28,956

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$28,956

READ Act Literacy Aid

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

Stride Academy (4142-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$44,688

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$7,335

The plan to spend down the remaining funds are as follows:

Stipends for staff training.

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Contracting or employing a District Literacy Lead	Both

12: Professional Development Plan

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

Stride Academy (4142-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/20/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Stride Academy (4142-07) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

Teachers who do not complete the approved training at the vendor proficiency level of 80% will receive individualized support from administration, the District Literacy Lead, and/or instructional leadership. Support may include reviewing areas where proficiency was not met, providing additional time to complete or revisit training content, offering coaching or clarification on specific concepts, and connecting the training to classroom implementation. The goal is to ensure that all teachers understand and can apply evidence-based literacy practices in systematic, explicit, sequential, and diagnostic ways.

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

STRIDE collects multiple forms of fidelity data to monitor implementation of evidence-based literacy instruction across grades K-8. Fidelity data includes classroom walkthroughs, administrative observations, lesson plan review, PLC discussions, intervention documentation, and review of student screening and progress monitoring data. These data sources help determine whether instruction is systematic, sequential, explicit, and diagnostic, and whether teachers are consistently implementing the district's literacy resources and instructional routines.

Teachers use Wonders, UFLI, and other evidence-based literacy practices to support instruction in phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension, writing, and language development. Fidelity checks focus on whether instruction is aligned to grade-level standards, structured literacy practices, and student needs.

Universal screening data from FastBridge, progress monitoring data, classroom assessments, and intervention data are reviewed during PLCs and MTSS meetings. These data help determine whether Tier 1 instruction is effective, whether students need additional intervention, and whether instructional adjustments are needed. Fidelity data is also used to identify trends across classrooms or grade levels and to determine professional development or coaching needs.

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

STRIDE uses fidelity data to provide differentiated coaching and feedback to teachers. When classroom walkthroughs, observations, lesson plan reviews, PLC conversations, or student data show that additional support is needed, teachers receive targeted feedback from administration, the District Literacy Lead, instructional leadership, and/or intervention staff.

Coaching support may include modeling lessons, reviewing instructional routines, supporting lesson planning, analyzing student data, identifying appropriate differentiation strategies, and helping teachers strengthen implementation of evidence-based literacy practices. PLCs also provide ongoing opportunities for teachers to review data, discuss instructional adjustments, and share effective practices.

Feedback is connected to the goal of strengthening systematic, sequential, explicit, and diagnostic literacy instruction. Teachers may receive support in areas such as pacing, use of UFLI routines, explicit vocabulary instruction, fluency practice, comprehension instruction, progress monitoring, and using data to form flexible groups. As STRIDE strengthens its MTSS system, coaching and feedback will continue to be connected to student data, fidelity checks, and the needs identified through Tier 1, Tier 2, and Tier 3 implementation.

The following changes in instructional practices have impacted students:

STRIDE's implementation of Science of Reading-aligned practices has strengthened the consistency and quality of literacy instruction across grade levels. Teachers are more intentionally using systematic, sequential, explicit, and diagnostic instruction to support foundational reading skills, fluency, vocabulary, comprehension, and writing. The use of UFLI has provided more explicit and consistent phonics and decoding routines, while Wonders continues to support broader literacy instruction and grade-level standards.

Evidence of impact includes improved staff understanding of evidence-based literacy practices, more consistent instructional routines across classrooms, stronger use of FastBridge and/or DIBELS data during PLCs, and more targeted intervention decisions. Screening and progress monitoring data are used to identify students who need support, monitor growth, and adjust instruction or interventions.

While STRIDE continues to fall short of the READ Act goal of all students reading at or above grade level, the changes in instructional practices have improved the district's ability to identify needs earlier, provide more targeted instruction,

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and align interventions to specific reading skill gaps. Continued work is needed to increase the percentage of students meeting benchmark from fall to spring, but the district has strengthened the systems, staff knowledge, and instructional practices needed to support improved literacy outcomes

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

STRIDE recognizes culturally responsive practices as an important part of effective literacy instruction, especially given the diversity of the student population. The district supports teachers in creating literacy learning environments that affirm students' identities, reflect students' backgrounds, and provide access to high-quality instruction for all learners.

Professional development and staff conversations have included equity, representation, inclusive instructional practices, and the importance of connecting literacy instruction to students' lived experiences. STRIDE continues to review instructional materials, classroom libraries, texts, and literacy resources to ensure students have access to materials that reflect diverse cultures, perspectives, and experiences.

Teachers are supported in using culturally responsive literacy practices such as selecting inclusive texts, building background knowledge, encouraging student voice, supporting academic language development, and creating opportunities for meaningful discussion, writing, and exchanging ideas. Coaching, observations, and PLC conversations may also include attention to equitable participation, access to grade-level content, and instructional supports for multilingual learners and students receiving special education services.

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

- Attended District Literacy Lead Community of Practice

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

During the 2026-27 school year, STRIDE will provide additional literacy-focused professional development aligned to the READ Act, structured literacy, and the ELA standards. This will include Phase 2 Science of Reading training for applicable staff, training in Handwriting Without Tears/Learning Without Tears, and professional development for EL Education, which will support literacy instruction in grades 7-8.

STRIDE will also continue training and support for UFLI, Wonders, Phonics & Morphology and the use of DIBELS data to guide instruction and intervention. Professional learning will support the ELA strands of reading, writing, and exchanging ideas and will be connected to PLCs, MTSS processes, fidelity checks, and student data.

13. Professional Development Educator Count

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

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	9	9	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	26	26	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	17	17	0	0
K-12 Teachers holding English as a second language licenses	6	6	0	0
K-12 Reading Intervention Teachers	5	5	0	0
K-12 Special Education educators responsible for foundational reading instruction	8	8	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	2	2	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	8	7	1	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

33

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

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

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

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

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

Yes

The MnMTSS framework is being utilized:

Yes

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

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Stride Academy (4142-07) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

During the 2026-27 school year, STRIDE will strengthen its MTSS system through the support of an MDE grant. This grant will allow the district to hire an MTSS Coordinator to provide leadership and consistency across academic and intervention supports.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Stride Academy (4142-07) does not include a DLI Program