

Minnesota READ Act Literacy Plan

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

For

SciTech Academy Charter School (4261-07)

Date Submitted to the State 06/10/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by SciTech Academy Charter School (4261-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

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

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1. Read Act Goals

District or Charter School Literacy Goals

SciTech Academy Charter School (4261-07)'s literacy goal(s) for the 2024-25 school year:

1. Teachers and support staff identified as Phase 1 will complete PD training through the READ Act vendors. Phase 1 teachers will complete their training through OL&LA and support staff TBD. 2. Teachers and administration will create and implement screening for dyslexia procedures K-8 that align with the READ Act requirements. 3. All SciTech staff will continue to support the SciTech Academy students to improve their reading growth and work towards reading on grade-level. 4. PR-K goal is to achieve a 5% improvement in performance on pre-K specific assessments, ensure that 60% of students perform at or above the benchmark level on assessments taken at the beginning of kindergarten, and achieve a 60% completion rate for kindergarten screening within the next academic year.

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

1. Fifteen Phase 1 (including grade 4 and 5 teachers) completed the OL&LA training this school year. 2. K-8- The FastBridge screening results were used to check for students needing INTENSE interventions. All students below reading level received Tier 1 or Tier 2 interventions and had reading FastBridge Progress Monitoring every other week. Those results were monitored and followed up as to how the intervention worked for each student. If the Progress Monitoring graph showed lack of progress, a change was made. If a student continued to lack progress, the classroom teacher could decide to consult with the Child Find Committee to discuss that student's lack of progress. The CFC would make a plan with the teacher for that student and then follow-up with the teacher as to how the student is doing. Eventually, that might lead to the student being evaluated. 3. The SciTech staff worked together for students' success. This year, we implemented an Academic Interventionist (AI) team to work with students who, based on FastBridge reading screening results, needed Tier 2 or 3 pull-out interventions. The lead of the AI team made each AI's schedule, assigned students to them, determined the location for each intervention, trained each AI for the interventions used, and met weekly with each AI to review the FastBridge Progress Monitoring data and discuss the students' progress. Every Friday morning, the AI team administered the FastBridge reading Progress Monitoring tests. By reassigning the previous Teaching Assistants to Academic Interventionists, it empowered the AIs to work closely with students to improve their reading. 4. We met this goal of 60%.

The following describes how SciTech Academy Charter School (4261-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Due to our students being multilanguage learners and English is not their home language, most of our students reading below grade level do not achieve on-grade level reading within one school year.

SciTech Academy Charter School (4261-07)'s literacy goal(s) for the 2025-26 school year:

1. Training-A. Continue to have new Phase 1 Teachers complete the OL&LA training. B. The support staff will complete the required READ Act training by the SciTech DLL. 2. SciTech Academy will implement the use of Capti Basix in grade 4-8 as required by MDE. 3. Students that are continuously enrolled K-8 from October that are 'High-risk' (!!) on Fastbridge Fall to Spring assessments will be reduced by 1.5% points annually.

SciTech Academy Charter School (4261-07)'s Local Literacy Plan is posted on the district website at:

<https://scitechacademymn.org/local-literacy-plan/>

2. Screening Tools K-3

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

The table below details the screening tool used by SciTech Academy Charter School (4261-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Other (describe below)	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Other (describe below)	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Other (describe below)	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Other (describe below)	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for SciTech Academy Charter School (4261-07) 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	25	11	24	11	22	12
Grade 1	43	34	44	29	43	27
Grade 2	39	15	38	23	32	21
Grade 3	31	13	32	9	31	9

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how SciTech Academy Charter School (4261-07) 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.

SciTech Academy Charter School (4261-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	22	8
Grade 1	45	12
Grade 2	32	8
Grade 3	31	3

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

5. Screening Tools 4-12

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

The table below details the screening tool(s) used by SciTech Academy Charter School (4261-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	Fastbridge aReading	Fastbridge AUTO reading	vendor benchmark or ATOS reading level
	Fastbridge AUTO reading	Fastbridge	vendor benchmark or ATOS reading level
Grade 5	Fastbridge aReading	Fastbridge AUTO reading	vendor benchmark or ATOS reading level
	Fastbridge AUTO reading	Fastbridge	vendor benchmark or ATOS reading level
Grade 6	Fastbridge aReading	Fastbridge AUTO reading	vendor benchmark or ATOS reading level
	Fastbridge AUTO reading	Fastbridge	vendor benchmark or ATOS reading level
Grade 7	Fastbridge aReading	Fastbridge AUTO reading	vendor benchmark or ATOS reading level
	Fastbridge AUTO reading	Fastbridge	vendor benchmark or ATOS reading level
Grade 8	Fastbridge aReading	Fastbridge AUTO reading	vendor benchmark or ATOS reading level
	Fastbridge AUTO reading	Fastbridge	vendor benchmark or ATOS reading level
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

The following method will be used by SciTech Academy Charter School (4261-07) to determine which students in grades 4-12 are not reading at grade level:

Based on the Fastbridge Reading Screening to Intervention Report, students who are not ON TRACK or have an ATOS reading level below grade level are considered not reading at grade level.

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

For the 2025-26 school year, we will first administer Capti Read Basix as the Step 2 test during the Winter Screening testing window after the aReading Fastbridge testing (Step 1). As recommended by MDE, we will use the beginning of the school year (Sept.-Nov.) to train to use Capti Basix and make plans. We will use Capti Basix every 6-8 weeks for progress monitoring (or as recommended by Capti) and also test during the Spring Screening testing window.

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

The following table displays the number of students in SciTech Academy Charter School (4261-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

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

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

7. Parent Notification and Involvement

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

Does SciTech Academy Charter School (4261-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

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

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

- Parent teacher conferences

The following content is included in the parent notification:

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

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

- Parent teacher conferences

Continuous Improvement for Parent Notification

SciTech Academy Charter School (4261-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

We will add the MDE information for students who are at Moderate or Significant Risk to the Fastbridge Family Report. We will send home the Fastbridge Family Report if a parent does not attend parent teacher conferences. We will send home spring Fastbridge Family Reports for students who are at Moderate or Significant Risk based on the MDE measures.

8. Data-Based Decision Making for Action

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

SciTech Academy Charter School (4261-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

SciTech Academy implements the MTSS framework using the FastBridge data. Universal FastBridge screening is administered 3x/ school year (fall, winter, and spring). After the fall universal screening tests, the FastBridge's Screening to Intervention Reading Reports are the first reports used to review the student data. The classroom teachers use the Whole Group Instruction recommended plan to add to their Tier 1 whole group instruction. Then the classroom teachers and the other teachers of those students (Intervention, ELL, Special Education Services) review the report sorted by Small Group Instruction. Students who are not 'on track' for reading must receive at least one supplemental reading intervention with progress monitoring. Many of the students will receive their Tier 2 intervention during classroom small group intervention times from their classroom teacher. ELL and students receiving Special Education Services might receive their reading interventions from their ELL and/or Special Education Service teachers. Students who are at high risk (!! on the report) with an INTENSE plan, might receive their reading intervention from an Academic Interventionist. Each student's data and staff availability is reviewed and a plan is made.

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

Teachers follow the sequence of each curriculum and adjust the delivery based on whole group instruction needs. Due to our multilingual learners, teachers add in visuals and paired student support during whole group instruction. Students who need more specific reinforcement of concepts receive that help either during independent work time or small group instruction. Teachers administer formal and informal assessments to check for students' mastery of concepts. Based on those results, teachers adjust their Tier 1 instruction.

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

Students who have an intense (! or !!) on their Fastbridge report are most likely going to receive supplemental Tier 2 or 3 pull-out targeted reading intervention. We administer FB Diagnostic tests to check as to specific targeted intervention needs and then make a plan for that student as to the intervention, who will work with that students, and the time/frequency.

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 every two weeks

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:

K-8-Reading Progress Monitoring is conducted every other week by the Academic Interventionist Team trained in administering all the different FastBridge reading progress monitoring assessments. The data is then reviewed by the staff involved to check each student's progress. We review data every other week (the week the students aren't testing). At least 4-6 data points are used to determine if the intervention is working (Is the student at or above the goal line?). Usually students remain in the same intervention for at least 8 weeks. If a student is consistently below the goal line, we discuss why and adjust the student's plan accordingly. If a student is at or above the goal line, we discuss if it is time to change the student's plan.

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

Due to most of our students being multilanguage learners and English isn't their first language, it sometimes takes our students a while to exit their reading intervention plan. Progress Monitoring data is reviewed and discussed. When a student is consistently (at least 5-7 data points) scoring at or above the goal line, we discuss if it is time to end that student's current PM plan and begin a new plan, if the student is not reading at grade level.

Does SciTech Academy Charter School (4261-07) use personal learning plans for literacy:

No

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

· No data entered

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

No data entered

9. Multi-tiered System of Supports (MTSS)

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

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

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

[Minn. Stat.120B.12, subd. 4a \(2024\).](#) MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

SciTech Academy Charter School (4261-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

SciTech Academy Charter School (4261-07) has participated in MDE MnMTSS professional learning:

No data entered

10. Core Curricular Resource Grades K-5

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

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by SciTech Academy Charter School (4261-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Wonders ELD	Knowledge Building	20
	· Heggerty-Bridge to Reading	Foundational	55
	· Heggerty- Bridge to Writing	Foundational	45
Grade 1	· Wonders ELD	Knowledge Building	10
	· Heggerty-Bridge to Reading	Foundational	55
	· Heggerty-Bridge to Writing	Foundational	55
Grade 2	· Wonders ELD	Knowledge Building	20
	· Heggerty-Bridge to Reading	Foundational	55
	· Heggerty-Bridge to Writing	Foundational	45
Grade 3	· Wonders ELD	Knowledge Building	20
	· Heggerty-Bridge to Reading	Foundational	55
	· Bridge to Writing	Foundational	45
Grade 4	· Wonders ELD	Comprehensive	120
Grade 5	· Wonders ELD	Comprehensive	120

11. Reading Interventions

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

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by SciTech Academy Charter School (4261-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Fastbridge	Fastbridge
Grade 1	Fastbridge	Fastbridge
Grade 2	Fastbridge	Fastbridge
Grade 3	Fastbridge	Fastbridge
Grade 4	Fastbridge	Fastbridge
Grade 5	Fastbridge	Fastbridge
Grade 6	Fastbridge	Fastbridge
Grade 7	Fastbridge	Fastbridge
Grade 8	Fastbridge	Fastbridge
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

SciTech Academy Charter School (4261-07) will make the following changes to reading interventions for the 2025-26 school year.

Grades 4-8- We will implement the use of CaptiBasix as per the MDE requirement and guidance.

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE.

The following section details the district or charter school's professional development plan.

SciTech Academy Charter School (4261-07) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 05/30/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

Teachers who do not complete the training at the 80% proficiency level will receive support from the district to learn the concepts that the teacher did not pass. The teacher will then need to pass an assessment showing proficiency of those competencies.

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:

Lesson plans are reviewed weekly and scores are discussed during PLCs. The curricula has weekly and unit tests to check that students are learning. Teachers collaborate with each other to improve instruction and differentiate learning opportunities for individual students.

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:

The Instructional Coach provided individual support and feedback to teachers. Scores are monitored and data conversations take place to improve instruction and adjust instruction as needed.

The following changes in instructional practices have impacted students :

By implementing the Heggerty phonemic awareness foundational reading and writing curricula, our primary students have fewer English foundational skills gaps and are stronger readers.

SciTech Academy Charter School (4261-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Each school year, we have PD sessions to help our teachers learn more about the Somali culture and Muslim faith. The entire staff is supportive of our school community and help each other incorporate culturally responsive practices in the classrooms. For instance, teachers include celebrating the Muslim holidays.

SciTech Academy Charter School (4261-07) 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):

Teachers are provided PDs to learn how to implement all aspects of their curricula. Support staff will have the required READ Act trainings and returning teachers will have an OL&LA recap. New teachers will have the OL&LA required training during the school year.

13. Professional Development Educator Count

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

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who,need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	2	2	0	0
K-3 Classroom Educators	7	2	0	5
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	2	0	2
K-12 Reading Interventionists	3	2	0	1
K-12 Special Education Educators responsible for reading instruction	2	0	0	2
PreK through grade 5 Curriculum Directors	1	0	0	1
PreK through grade 5 Instructional Support Staff who provide reading support	14	0	0	14

Educator Count Phase 2

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

Grades 4-12 Classroom Educators responsible for reading instruction	1	0	0	1
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	4	0	0	4
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

SciTech Academy Charter School (4261-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$16,725.36

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

\$16,725.36

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

READ Act Literacy Aid

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

SciTech Academy Charter School (4261-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$13,180.20

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

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

\$0

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

If there are funds remaining, the funds will be used for OL&LA training and stipends for teachers who complete the OL&LA training.