

Minnesota READ Act Literacy Plan

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

For

Star Of The North Academy Charter S (4224-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Star Of The North Academy Charter S (4224-07). 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 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

Star Of The North Academy Charter S (4224-07)'s literacy goal(s) for the 2025-26 school year:

Ensure all students demonstrate proficiency in reading, as measured by statewide assessments (MCA) and FastBridge benchmark assessments, achieving at or above grade level by the end of the 2024-25 school year. Utilize FastBridge data to set and monitor individual literacy goals three times per year (Fall, Winter, Spring). Deliver tiered, data-driven reading interventions daily via MobyMax (ELA on Monday/Tuesday/Thursday; Math on Wednesday/Friday) with weekly fidelity checks by the instructional coach.

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

Star of the North Academy implemented several key instructional shifts during the 2025-2026 school year to accelerate progress toward its literacy goals and strengthen alignment with the READ Act. A major enhancement included the adoption of Functional Phonics & Morphology, which provided students with dedicated, systematic phonics instruction and targeted intervention aligned to the science of reading. This program strengthened students' decoding, encoding, and morphological awareness-skills essential for long-term reading proficiency. In addition, the school expanded its use of the EL Education Open-Up curriculum to deepen students' comprehension, vocabulary development, and engagement with complex texts. This curriculum supported teachers in delivering high-quality Tier 1 instruction that integrates knowledge-building, structured routines, and opportunities for students to practice reading, writing, and speaking grounded in evidence-based literacy practices. To ensure consistent implementation, Star of the North Academy strengthened its instructional coaching model. Instructional coaches monitored teacher use of ELA standards through weekly pacing guides and curricular assessment trackers, allowing them to identify areas where instruction was aligned, where additional support was needed, and where adjustments could improve student outcomes. Coaches provided ongoing feedback, modeling, and collaborative planning support to help teachers refine their practice and ensure that instructional changes were implemented with fidelity.

The following describes how Star Of The North Academy Charter S (4224-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance at Star of the North Academy shows strong progress toward READ Act literacy goals, though a gap remains before full proficiency is reached. Currently, 70% of students meet grade-level literacy norms, a significant increase during the 2025-2026 school year. This growth is tied to the school's implementation of READ Act-aligned supports, including targeted interventions and a new evidence-based ELA curriculum that strengthened foundational reading instruction and accelerated growth for many students. However, about 30% of students are still below grade-level expectations, indicating the school has not yet fully met the READ Act goal of ensuring all students reach proficiency in core reading components. To address this need, Star of the North Academy is adding a dedicated Literacy Block to provide structured, systematic, and differentiated support. This block will allow teachers to deliver

Local Literacy Plan for Star Of The North Academy Charter S (4224-07)

targeted small-group instruction, reinforce foundational skills, and offer additional practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension. By strengthening Tier 1 instruction and expanding intervention time, the school aims to accelerate growth for the remaining 30% of students and move closer to full alignment with READ Act expectations.

Star Of The North Academy Charter S (4224-07)'s literacy goal(s) for the 2026-27 school year:

Increase K-3 proficiency: Raise the percentage of K-3 students at or above FastBridge reading benchmarks from baseline to at least 70% in Fall, Winter, and Spring administrations, using data to reteach or intensify interventions weekly .

Expand universal screening cadence: Administer FastBridge (K-3) and NWEA MAP (4-8) three times per year (Fall, Winter, Spring), with entry/exit data reviews by the MTSS team at each cycle . Achieve 100% MTSS/CAREIALL

completion: Ensure every Tier 1 classroom teacher, instructional coach, and paraprofessional completes MnMTSS self-evaluation (SEMI-DLT) and Careiall training by September 2025, with quarterly fidelity checks thereafter . Embed

paraprofessional integration: Fully integrate paraprofessionals into monthly PLC data teams; 100% attendance and co-planning for targeted Tier 2/3 interventions during the literacy block

The Local Literacy Lead, Roselyn Gondra, for Star Of The North Academy Charter S (4224-07) has an FTE of 1.00

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

Roselyn will attend bi-weekly meetings with the admin team to discuss school literacy. During the meetings, the DLL and School Admin Team will discuss the ongoing progress of school literacy efforts. Roselyn and/or the School Admin Team will also attend the RLN meetings as much as possible throughout the year and discuss the key details from each meeting in a separate district meeting.

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

Local Literacy Plan for Star Of The North Academy Charter S (4224-07)

Star Of The North Academy Charter S (4224-07) Local Literacy Plan is posted on the district website at <https://snacharterschool.org/sna-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.

Star Of The North Academy Charter S (4224-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Star Of The North Academy Charter S (4224-07) 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	Vendor Composites using vendor benchmarks	None
	Grade 1	Vendor Composites using vendor benchmarks	None
	Grade 2	Vendor Composites using vendor benchmarks	None
	Grade 3	Vendor Composites using vendor benchmarks	None

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

Yes

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 Star Of The North Academy Charter S (4224-07) 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
NWEA MAP	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2

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
- Reading Comprehension

Star Of The North Academy Charter S (4224-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

Every six weeks after the initial Capti Readbasix exam, students were given a progress monitoring exam using Capti Readbasix to identify progress and success of intervention strategies to that point. Based on the progress monitoring results, interventions were adjusted for students to best fit their individual needs.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Star Of The North Academy Charter S (4224-07) 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	37	19	38	23	37	22
1st	38	23	38	31	38	31
2nd	34	28	34	28	34	29
3rd	43	35	44	31	43	36

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 Star Of The North Academy Charter S (4224-07) 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.

Star Of The North Academy Charter S (4224-07) 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	45	21
1st	48	13
2nd	40	5
3rd	54	7

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

Star Of The North Academy Charter S (4224-07) 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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Star Of The North Academy Charter S (4224-07) 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	45	45	24	24	22	0
5th	44	44	20	18	14	0
6th	50	50	23	20	18	0
7th	35	35	7	CTSTR	CTSTR	0
8th	29	29	9	CTSTR	CTSTR	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.

Star Of The North Academy Charter S (4224-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Star of the North Academy ensures that evidence-based instruction and intervention are matched to each student's needs through a comprehensive, multi-source data process. The SNA reviews weekly teacher pacing guides to confirm alignment to grade-level standards and to ensure that students receive timely access to core instruction. Weekly informal observations, paired with three formal observations throughout the year, provide qualitative insight into instructional delivery, student engagement, and the implementation of research-based practices. Quantitative data are collected through weekly data trackers using curricular assessments, enabling the SNA and teachers to monitor progress, identify skill gaps, and adjust instruction responsively. In addition, the SNA examines benchmark and progress-monitoring data from NWEA MAP, FastBridge, and Capti ReadBasix to triangulate student performance across multiple valid and reliable measures. These assessments help determine each student's current proficiency, rate of growth, and specific areas requiring targeted intervention. Data are further analyzed during bi-monthly professional development sessions, where staff engage in structured data-review protocols to identify root causes, evaluate the effectiveness of current strategies, and select appropriate evidence-based interventions. By integrating pacing information, observational evidence, curricular assessment data, and standardized assessment metrics, the school ensures that instructional decisions are individualized, data-driven, and aligned to practices proven to accelerate student growth.

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

Star of The North Academy monitors fidelity of Tier 1 instruction and ensures appropriate differentiation through a structured system of observation, data analysis, and ongoing instructional support. Star of the North Academy conducts weekly informal classroom observations to verify that Tier 1 instruction is delivered with consistency, alignment to pacing expectations, and adherence to evidence-based practices. These observations allow the instructional coach to identify strengths, note implementation gaps, and provide immediate, actionable feedback to teachers. During bi-monthly professional development sessions, teachers engage in structured data-review protocols and collaborative planning time, using student performance data to identify areas where Tier 1 instruction must be adjusted or differentiated. This process supports teachers in developing targeted, best-practice strategies that address the diverse needs of learners within the core instructional block. Throughout the year, the instructional coach meets with teachers individually, as needed, to address concerns, model effective practices, and support alignment between instructional delivery and student needs. Through this combination of consistent monitoring, collaborative data analysis, and responsive coaching, the school ensures that Tier 1 instruction is implemented with fidelity and differentiated effectively to promote strong student outcomes.

Local Literacy Plan for Star Of The North Academy Charter S (4224-07)

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

Elementary: Tier 2: NWEA MAP or FastBridge percentile in the (40th range (Some Risk) Tier 3: NWEA MAP or FastBridge percentile at or below the 20th percentile (High Risk) Secondary(6-12): Tier 2: NWEA MAP reading or CAPTI scores Less than 40% below benchmarks; teacher referral. Tier 3: NWEA MAP < 20th percentile or CAPTI "High Risk"; or no progress after Tier 2 intervention.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

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:

Tier 2 Protocol: MobyMax activity reviews; Once per Trimester NWEA benchmark comparisons inform small-group adjustments. Tier 3 Protocol: Twice-weekly weekly one-on-one coaching sessions, and Once per trimester NWEA growth analyses to determine need for increased intensity (e.g., one-on-one phonics modules) .

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

Tier 2 Exit: Two consecutive weekly progress monitoring checks that show ability levels equivalent to 40th percentile benchmarks or higher & a proficiency score range at the 40th percentile or higher in the (Fastbridge/NWEA) progress monitoring assessment. Tier 3 Exit: Four consecutive weeks of progress monitoring checks that show ability levels equivalent to 40th percentile benchmarks or higher & a proficiency score range at the 40th percentile or higher in the (Fastbridge/NWEA) progress monitoring assessment

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 Star Of The North Academy Charter S (4224-07) 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	Digital messaging
Grade 1	3 times per year	Digital messaging
Grade 2	3 times per year	Digital messaging
Grade 3	3 times per year	Digital messaging
Grade 4	3 times per year	Digital messaging
Grade 5	3 times per year	Digital messaging
Grade 6	3 times per year	Digital messaging
Grade 7	3 times per year	Digital messaging
Grade 8	3 times per year	Digital messaging

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 Star Of The North Academy Charter S (4224-07), 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
EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	Kindergarten	60
	Comprehensive	Grade 1	60
	Comprehensive	Grade 2	60
	Comprehensive	Grade 3	60
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Supplemental	Kindergarten	45
	Supplemental	Grade 1	45
	Supplemental	Grade 2	45
	Supplemental	Grade 3	45

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Star of The North Academy will choose an evidence-based Tier 1 curriculum from the READ ACT list of aligned curriculum that best matches the needs to the students. Star of The North Academy will supplement Tier 1 (Core) curricula as needed with additional curriculum that addresses any potential gaps from the base core curriculum to ensure students receive support in all ELA foundational components.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Star of the North Academy selects curriculum in May-June for the next school year. Once a curriculum has been selected, training from curriculum vendors is arranged for staff to receive additional support in implementing the curriculum. Teachers are then required to submit weekly pacing guides into direct alignment to the core curriculum. Instructional coaches track these pacing guides and ensure educators are implementing the curriculum with fidelity. Minnesota State Standards are required to be aligned for every lesson within teacher guides.

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 Star Of The North Academy Charter S (4224-07) 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
Other Resources - Functional Phonics & Morphology	Tier 2 & 3	Kindergarten	2841
	Tier 2 & 3	Grade 1	2841
	Tier 2 & 3	Grade 2	2841
	Tier 2 & 3	Grade 3	2841
	Tier 2 & 3	Grade 4	2841
	Tier 2 & 3	Grade 5	2841
	Tier 2 & 3	Grade 6	2841
	Tier 2 & 3	Grade 7	2841
	Tier 2 & 3	Grade 8	2841

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Star Of The North Academy Charter S (4224-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$17,993

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

\$17,993

READ Act Literacy Aid

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

Star Of The North Academy Charter S (4224-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$8,996

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

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
Stipends for teachers completing literacy professional development	Literacy Aid Funds

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.

Star Of The North Academy Charter S (4224-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Star Of The North Academy Charter S (4224-07) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary

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:

SNA will have teachers who do not meet the 80% proficiency level work with the instructional coach in additional sessions throughout the school year. The meetings will include going over resources from Careiall, instructional strategies, and specific observation requirements for teachers to begin implementing these strategies.

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:

Fastbridge data collected three times per year shows the impact of elementary teachers on K-5 students. Collecting daily data through curricular tests, projects, observations, etc, to analyze the evidence-based instruction. The administration team and teachers will discuss the academic data bi-weekly as a team to see if students are learning. NWEA growth data shows the efficacy of implementation.

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:

Star of The North Academy implements a comprehensive coaching and feedback system to ensure that all elementary teachers are able to deliver explicit, systematic, evidence-based instruction across the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Coaching support is directly informed

Local Literacy Plan for Star Of The North Academy Charter S (4224-07)

by fidelity data collected through weekly informal observations, formal observation cycles, and ongoing review of instructional artifacts. These data allow the instructional coach to identify strengths in Tier 1 literacy instruction as well as areas where implementation of structured literacy practices requires refinement. Based on these fidelity findings, the instructional coach provides targeted, job-embedded support that includes modeling lessons, co-teaching, side-by-side coaching, and structured feedback conversations. Teachers receive individualized guidance on implementing explicit instructional routines, sequencing skills systematically, and integrating evidence-based strategies aligned to each of the five components of reading. During bi-monthly professional development sessions, teachers engage in collaborative data analysis and planning, using student performance data to adjust instruction and strengthen alignment between instructional practices and student needs. These sessions reinforce the core elements of structured literacy and provide opportunities for teachers to refine lesson design, practice instructional routines, and develop differentiated supports within Tier 1. Throughout the year, the instructional coach meets with teachers as needed to review progress, address concerns, and ensure that instructional adjustments are grounded in fidelity data and aligned to research-based practices. This continuous cycle of observation, feedback, professional learning, and individualized coaching ensures that all teachers are supported in delivering high-quality, explicit, systematic literacy instruction that meets the needs of all learners.

The following changes in instructional practices have impacted students:

Star of the North Academy's recent instructional changes have had a measurable and positive impact on student literacy outcomes, demonstrating clear progress toward the goals outlined in the READ Act. The implementation of Functional Phonics & Morphology, the expansion of the EL Education Open-Up curriculum, and strengthened coaching and fidelity monitoring have collectively contributed to improved student performance across multiple assessment systems. During the 2025-2026 school year, the school saw a significant increase in the percentage of students performing at or above grade-level achievement norms on both FastBridge and NWEA assessments. These gains indicate that students are benefiting from more explicit, systematic instruction in foundational reading skills as well as enhanced opportunities to engage with complex texts and vocabulary. The upward trend in assessment results provides evidence that the school's instructional shifts-particularly the increased focus on structured literacy, consistent use of pacing and assessment trackers, and targeted coaching support-are effectively addressing student needs. The improvements in FastBridge and NWEA outcomes suggest stronger decoding, fluency, and comprehension skills, reflecting the impact of both Tier 1 enhancements and targeted intervention supports. While continued work is needed to ensure all students reach proficiency, the data demonstrate that the instructional changes implemented have already produced meaningful gains in student achievement and are moving the school closer to meeting READ Act expectations.

Star Of The North Academy Charter S (4224-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Star of The North Academy has provided bi-weekly professional development on READ ACT Requirements, CAREIAL Strategy Implementation, and MTSS Strategies throughout the school year. During every professional development, teachers are asked to think of ways in which they can best align each activity to support every student in their classroom. Teachers have also been provided strategies for social emotional learning and reflection to help students

Local Literacy Plan for Star Of The North Academy Charter S (4224-07)

internalize their learning throughout the school year. During monthly teacher observations, the Instructional Coach looks for evidence of culturally responsive practice as a part of the evaluation process. The Instructional Coach meets with each teacher after their observation to discuss ways in which teachers can make their lessons more culturally responsive using the training from Careiall and the Professional Development sessions throughout the year.

Star Of The North Academy Charter S (4224-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator 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):

Star of The North Academy will provide ongoing, literacy-focused professional development designed to strengthen instructional practice and ensure alignment with evidence-based reading frameworks. Star of the North Academy will offer bi-monthly professional development sessions centered on high-quality literacy instruction, effective data analysis, and the use of assessment results to inform Tier 1, Tier 2, and Tier 3 instructional decisions. These sessions will equip teachers with strategies for implementing structured literacy practices, interpreting student performance trends, and designing differentiated supports that address the needs of emerging, developing, and advanced readers. Professional development will also include collaborative planning time, allowing teachers to apply new learning, review student work, and develop targeted instructional activities that reinforce foundational reading skills and comprehension. In addition, teachers aligned all lessons, pacing guides, and intervention plans to the Minnesota ELA Standards and benchmarks. These standards were systematically scoped and sequenced through the Functional Phonics curriculum and the EL Education Open-Up ELA curriculum, ensuring that every lesson and intervention reflected coherent skill progression, grade-level expectations, and vertically aligned literacy outcomes. Through this consistent, structured professional learning cycle, the school ensures that educators have the knowledge, tools, and support necessary to deliver strong, research-aligned literacy instruction across all tiers of the MTSS framework.

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)	4	2	0	2
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	1	1	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	9	8	0	1
K-12 Teachers holding English as a second language licenses	2	2	0	0
K-12 Reading Intervention Teachers	4	3	1	0
K-12 Special Education educators responsible for foundational reading instruction	2	1	1	0
Pre-K through grade five Curriculum Directors	1	1	0	0

Local Literacy Plan for Star Of The North Academy Charter S (4224-07)

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

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	6	2	0	4
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	2	1	0	1
Grades 6-12 Curriculum Directors	2	1	0	1
Grades 6-12 instructional support staff who provide reading support	6	0	0	6

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).

5

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.

Star Of The North Academy Charter S (4224-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Star Of The North Academy Charter S (4224-07) has participated in MDE MnMTSS professional learning:

No

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.

Star Of The North Academy Charter S (4224-07) does not include a DLI Program