

## Minnesota READ Act Literacy Plan

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

For

Nasha Shkola Charter School (4208-07)

Date Submitted to the State 06/19/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Nasha Shkola Charter School (4208-07). 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

Nasha Shkola Charter School (4208-07)'s literacy goal(s) for the 2025-26 school year:

It is the goal of Nasha Shkola Charter School to implement developmental, accelerated, and preventive literacy practices to increase overall student achievement and reduce achievement gaps associated with socioeconomic status and English language proficiency. The goals of the literacy plan are as follows: 55% of all students with valid fall and spring test scores will meet their individualized NWEA Reading growth target, as measured from fall to spring. 55% of students in Grades K-3 with valid fall and spring test scores will achieve grade-level expectations, as measured by the Early Reading and CBM Reading assessments by the end of the school year.

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

During the 2025-2026 school year, Nasha Shkola implemented several initiatives to support progress toward its literacy goals. The school used multiple assessment tools, including FastBridge, CAPTI ReadBasix, NWEA MAP Growth, and classroom observations to identify students needing additional support, monitor progress, and evaluate the effectiveness of instruction and interventions. As part of its continuous improvement efforts, the school continued implementing the Groves Literacy Curriculum and structured literacy practices. Teachers received ongoing coaching and support to strengthen reading and writing instruction and increase alignment with evidence-based practices. Targeted literacy interventions were provided based on assessment data to accelerate student growth. The school employed a reading interventionist and used progress-monitoring data to adjust instruction and provide additional support to struggling readers. Nasha Shkola partnered with families to support literacy development and bilingualism by providing reading resources, maintaining Russian language instruction, involving parents in literacy activities, and communicating student progress through conferences, report cards, and regular updates. Professional learning remained a major focus. Through the Groves Literacy Partnership, staff participated in high-quality professional development centered on research-based literacy practices and the Science of Reading. During the year, six teachers completed the required CORE Online Language and Literacy Academy (OL&LA) course, and four additional teachers are currently completing the training.

The following describes how Nasha Shkola Charter School (4208-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance met and, in some areas, exceeded the literacy goals established in the READ Act. The school goal called for 55% of students with valid fall and spring scores to meet their individualized NWEA Reading growth targets. Schoolwide, 57% of students (77 of 135) met or exceeded their projected growth, surpassing the established goal. The school also established a goal that 55% of students in Grades K-3 would achieve grade-level expectations as measured by Early Reading and CBM Reading assessments. This goal was met. Overall, 55.8% (43 of 77) of students in Grades K-3 met benchmark expectations by the end of the school year. In Grades 1-3, 61% of students

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were at or above benchmark, with Grade 2 demonstrating particularly strong performance (72%). Early Reading results indicate continued need in Kindergarten and Grade 1, where 51% of students met benchmark expectations. However, growth data were encouraging, with 88% of Kindergarten students and 67% of Grade 1 students demonstrating typical or aggressive growth. Across Grades 1-3, 76% of students demonstrated typical or aggressive growth, indicating that most students made meaningful progress toward grade-level literacy expectations.

Nasha Shkola Charter School (4208-07)'s literacy goal(s) for the 2026-27 school year:

57% of all students with valid fall and spring test scores will achieve their individualized NWEA Reading growth target as measured from fall to spring. 60% of students in grades 1-3 with valid fall and spring test scores will achieve grade-level expectation as measured by Early Reading/ CBM Reading Assessment by the end of the school year. 75% of all students in grades K-3 with valid fall and spring test scores will meet or exceed expected growth rates by making typical or aggressive growth from fall to spring, as measured by the FastBridge reading assessments

The Local Literacy Lead, Sigri Berg, for Nasha Shkola Charter School (4208-07) has an FTE of .10

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

During the 2025-2026 school year, the District Literacy Lead worked closely with district and school leadership teams to support implementation of evidence-based literacy practices and continuous improvement efforts. Collaboration with the Groves Literacy Partnership coach focused on the implementation of the Groves Literacy Curriculum, including instructional coaching, mentoring, and support for classroom teachers. Regular meetings were held to review benchmark and progress-monitoring data (FastBridge, CAPTI ReadBasix, and NWEA MAP Growth) and to evaluate the effectiveness of literacy instruction and interventions. The District Literacy Lead worked closely with the reading interventionist to ensure that targeted interventions were provided based on assessment data to accelerate student growth. Student progress was monitored regularly, and instructional adjustments were made to meet individual student needs. Professional learning was a major area of focus. The District Literacy Lead organized and facilitated a schoolwide book study on the Science of Reading to deepen teachers' understanding of evidence-based literacy practices. Through regular communication, data review, coaching, and professional development, the District Literacy Lead engaged district and school leadership teams in a continuous improvement process aimed at strengthening literacy instruction and improving student outcomes.

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

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[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

Nasha Shkola Charter School (4208-07) Local Literacy Plan is posted on the district website at

[https://nashashkolamn.org/school/academics/#curriculum\\_literacy\\_plan](https://nashashkolamn.org/school/academics/#curriculum_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.

Nasha Shkola Charter School (4208-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Nasha Shkola Charter School (4208-07) 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                       | NA                   |
|   | Grade 1            | MDE Composites                       | NA                   |
|   | Grade 2            | MDE Composites                       | NA                   |
|   | Grade 3            | MDE Composites                       | NA                   |

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

No

### 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 Nasha Shkola Charter School (4208-07) 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 |
|-----------------|--------------------|--------------------------|--|
| Capti ReadBasix | Grade 4            | 1 time per year          | Other - NWEA MAP Reading assessment                    |
|                 | Grade 8            | 1 time per year          | Other - NWEA MAP Reading assessment                    |
|                 | Grade 5            | 1 time per year          | Other - NWEA MAP Reading assessment                    |
|                 | Grade 6            | 1 time per year          | Other - NWEA MAP Reading assessment                    |
|                 | Grade 7            | 1 time per year          | Other - NWEA MAP Reading assessment                    |

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

Nasha Shkola Charter School (4208-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

### 4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Nasha Shkola Charter School (4208-07) 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 | 21  | 11   | 21  | 8  | 21  | 9  |
| 1st          | 14  | 10   | 14  | 9  | 14  | 9  |
| 2nd          | 18  | 9  | 18  | 12   | 18  | 13   |
| 3rd          | 18  | 12   | 19  | 11   | 19  | 12   |

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 Nasha Shkola Charter School (4208-07) 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.

Nasha Shkola Charter School (4208-07) uses the following criteria to identify students 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 | 21                                       | 0  |
| 1st          | 14                                       | 0  |
| 2nd          | 0  | CTSTR  |
| 3rd          | 0  | CTSTR  |

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

Nasha Shkola Charter School (4208-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

The Nonsense Words subset was not administered in grades 2 or 3

## 6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Nasha Shkola Charter School (4208-07) 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   | 19                                      | 19  | 7   | CTSTR  | CTSTR  | 0   |
| 5th   | 16                                      | 16  | 11  | 11   | 0  | 0   |
| 6th   | 11                                      | 11  | 4   | CTSTR  | CTSTR  | 0   |
| 7th   | 8                                       | 8   | 3   | CTSTR  | CTSTR  | 0   |
| 8th   | 9                                       | 9   | 3   | 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.

Nasha Shkola Charter School (4208-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Nasha Shkola uses a data-driven process to ensure that evidence-based instruction and intervention are matched to student needs. Multiple assessment measures, including FastBridge earlyReading and CBMreading, NWEA MAP Growth, CAPTI ReadBasix, classroom observations, and progress-monitoring data, are used to identify students needing additional support, determine specific skill deficits, and evaluate the effectiveness of instruction and interventions. In Grades K-3, the school implements the Groves Literacy Curriculum and structured literacy practices aligned with the Science of Reading. Teachers use guided reading and small-group instruction to differentiate support based on students' needs. Universal screening is conducted using FastBridge, and benchmark and progress-monitoring data are reviewed regularly by teachers, the reading interventionist, and school leadership to identify students requiring additional support. Students performing below benchmark receive targeted interventions. A reading interventionist provides supplemental instruction based on assessment results. Intervention decisions are guided by progress-monitoring data and adjusted as needed. Students receiving Tier 2 and Tier 3 support are monitored regularly to determine responsiveness to intervention and whether changes in instructional intensity are needed. For students in Grades 4-8 demonstrating below-average reading achievement on NWEA MAP Reading, CAPTI ReadBasix diagnostic assessments are administered to identify specific skill deficits in word recognition and decoding, vocabulary, morphology, and reading efficiency. Diagnostic information is used to develop targeted interventions and instructional supports. During the 2025-2026 school year, 28 students in Grades 4-8 received CAPTI ReadBasix diagnostic assessments. Assessment results are reviewed collaboratively with the Groves Literacy Partnership coach, reading interventionist, teachers, and school leadership. Data meetings are used to examine benchmark and growth data, monitor intervention effectiveness, and make instructional adjustments. Students demonstrating strong growth continue receiving core instruction, while students with persistent difficulties receive additional support or are referred for further evaluation when appropriate. The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Nasha Shkola uses multiple processes to monitor the fidelity of literacy instruction and to ensure that Tier 1 instruction is differentiated to meet the needs of all learners. The school implements the Groves Literacy Curriculum and structured literacy practices aligned with the Science of Reading. Fidelity of implementation is supported through instructional coaching, classroom observations, collaborative data review, and ongoing professional learning. The Literacy Lead and Groves Literacy Partnership coach work closely with classroom teachers to monitor implementation of evidence-based practices. Regular classroom observations and learning walks are conducted to provide feedback on instructional routines, student engagement, differentiation, and the use of structured literacy strategies. Observations focus on instructional practices such as explicit instruction, phonemic awareness, phonics, vocabulary development, fluency, comprehension, and the use of academic language supports. Teachers participate in individual coaching sessions and mentoring cycles with the Groves Literacy coach and Literacy Lead. These sessions provide opportunities

to review instructional practices, model lessons, discuss student needs, and identify areas for continuous improvement. Coaching support is tailored to the needs of individual teachers and grade levels. Benchmark and progress-monitoring data from FastBridge, NWEA MAP Growth, and CAPTI ReadBasix are reviewed regularly by teachers, the reading interventionist, the Literacy Lead, and school administrators. Data review meetings are used to identify trends, monitor student progress, evaluate the effectiveness of Tier 1 instruction, and determine whether additional support or intervention is needed. Student performance data are used to adjust instructional practices and ensure that instruction remains responsive to student needs. Differentiation within Tier 1 instruction is provided through flexible grouping, guided reading, scaffolded instruction, targeted vocabulary instruction, language supports for English learners, and small-group instruction. Teachers use formative assessments, classroom observations, and benchmark data to identify student strengths and areas of need and to provide appropriate supports and enrichment opportunities. Students who require additional assistance receive targeted interventions, while students demonstrating proficiency continue to receive grade-level instruction with opportunities for extension and enrichment. Professional development is another important component of fidelity monitoring. Teachers participate in ongoing training through the Groves Literacy Partnership and the Science of Reading. Six teachers completed the CORE Online Language and Literacy Academy (OL&LA) course during the 2025-2026 school year, and four additional teachers are currently completing the training. The Literacy Lead also facilitated a schoolwide Science of Reading book study to strengthen understanding and implementation of evidence-based literacy practices. Through classroom observations, coaching cycles, collaborative data analysis, and continuous professional learning, Nasha Shkola monitors the fidelity of Tier 1 instruction and ensures that literacy instruction is differentiated and responsive to the needs of all students.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Nasha Shkola uses a Multi-Tiered System of Supports (MTSS) to provide targeted reading interventions based on student performance data, classroom observations, and progress-monitoring results. Entrance into Tier 2 and Tier 3 interventions is determined through a collaborative review process involving classroom teachers, the reading interventionist, the Literacy Lead, and school administration. At the elementary level (Grades K-3), all students participate in universal screening using FastBridge earlyReading and CBMreading assessments. Benchmark data, classroom performance, and teacher observations are used to identify students needing additional support. Students performing below benchmark or demonstrating insufficient progress in core instruction are considered for Tier 2 interventions. Students receiving Tier 2 support are monitored regularly using progress-monitoring assessments. Students demonstrating limited response to intervention, significant skill deficits, or persistent performance below benchmark may receive more intensive Tier 3 interventions. Tier 2 interventions are supplemental to core instruction and are delivered in small groups using evidence-based practices aligned with the Science of Reading. Tier 3 interventions provide increased intensity, frequency, and individualized support. Decisions regarding movement between tiers are based on progress-monitoring data and responsiveness to intervention. At the secondary level (Grades 4-8), NWEA MAP Reading results, classroom performance, teacher recommendations, and progress-monitoring data are used to identify students requiring additional support. Students demonstrating below-average reading achievement are referred for further diagnostic assessment using CAPTI ReadBasix. During the 2025-2026 school year, 28 students in Grades 4-8 received CAPTI ReadBasix assessments to identify specific deficits in

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word recognition and decoding, vocabulary, morphology, and reading efficiency. Students with moderate deficits or skill gaps receive Tier 2 interventions, while students demonstrating significant reading difficulties, limited progress, or multiple areas of weakness may receive Tier 3 interventions and additional individualized support. Students who do not respond adequately to intensive interventions may be referred for further evaluation through the special education process. Intervention placement is not based on a single assessment score but on multiple sources of data, including universal screening, diagnostic assessments, classroom observations, teacher input, and progress-monitoring results. Data are reviewed regularly by the Literacy Lead, reading interventionist, classroom teachers, and administrators to ensure that interventions are matched to student needs and adjusted based on student response. This process allows the school to provide increasingly intensive, evidence-based reading instruction while maintaining a strong Tier 1 core literacy program and ensuring that students receive the level of support necessary to make meaningful progress.

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:

Nasha Shkola uses a K-8 progress-monitoring protocol to evaluate student response to intervention and determine whether intensification or modifications are needed. Students receiving Tier 2 and Tier 3 reading interventions are monitored regularly using FastBridge progress-monitoring measures, classroom assessments, teacher observations, and work samples. Secondary students may also be monitored using NWEA MAP Growth and diagnostic information from CAPTI ReadBasix. Progress-monitoring data are reviewed collaboratively by classroom teachers, the reading interventionist, the Literacy Lead, and school administration. Students demonstrating adequate progress continue with the current intervention plan. Students demonstrating insufficient progress or persistent skill deficits may receive increased instructional intensity, more frequent intervention sessions, smaller group sizes, additional diagnostic assessment, or movement from Tier 2 to Tier 3 support. Intervention decisions are based on multiple sources of data and are reviewed regularly to ensure that instruction remains responsive to student needs and aligned with evidence-based literacy practices.

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

Nasha Shkola uses multiple sources of data to determine when students are ready to exit Tier 2 (supplemental) or Tier 3 (intensive) reading interventions. Exit decisions are made collaboratively by classroom teachers, the reading interventionist, the Literacy Lead, and school administration and are based on student responsiveness to intervention rather than a single assessment score. At the elementary level (Grades K-3), students are considered for exit from intervention when progress-monitoring data indicate consistent improvement and students demonstrate grade-level performance or sustained progress toward benchmark expectations on FastBridge earlyReading and CBMreading assessments. Classroom performance, teacher observations, and work samples are also considered. Students exiting Tier 3 support may transition to Tier 2 interventions before returning to Tier 1 core instruction. At the secondary level

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(Grades 4-8), exit decisions are based on evidence of improved reading performance as demonstrated by NWEA MAP Growth results, classroom performance, teacher input, and progress-monitoring data. Diagnostic information from CAPTI ReadBasix may also be used to document improvement in targeted skill areas. Students demonstrating sustained progress and successful participation in grade-level instruction may gradually transition to less intensive support. Students exiting interventions continue to be monitored through universal screening and classroom assessments to ensure continued success. If progress declines, interventions may be reintroduced or adjusted to meet student needs. This process ensures that intervention decisions are data-driven and responsive to individual student progress.

## 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 Nasha Shkola Charter School (4208-07) 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 | Other - 2-3 times         | Parent teacher conferences |
| Grade 1      | Other - 2-3 times         | Parent teacher conferences |
| Grade 2      | Other - 2-3 times         | Parent teacher conferences |
| Grade 3      | Other - 2-3 times         | Parent teacher conferences |
| Grade 4      | Other - 2-3 times         | Parent teacher conferences |
| Grade 5      | Other - 2-3 times         | Parent teacher conferences |
| Grade 6      | Other - 2-3 times         | Parent teacher conferences |
| Grade 7      | Other - 2-3 times         | Parent teacher conferences |
| Grade 8      | Other - 2-3 times         | Parent teacher conferences |

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

### Continuous Improvement for Parent Notification

Nasha Shkola Charter School (4208-07) will make the following changes to parent notification and involvement for the 2026-27 school year:

During the 2026-2027 school year, Nasha Shkola will strengthen parent notification and involvement by expanding communication and increasing opportunities for families to support literacy development at home. In addition to parent-teacher conferences and regular progress reports, the school will implement a digital messaging system to provide more timely and consistent communication regarding student progress, interventions, and literacy support services. The school will also place greater emphasis on sharing practical strategies that families can use at home to support reading development. Teachers and staff will provide parents with information about evidence-based literacy practices, recommended reading activities, and ways to promote vocabulary development, reading fluency, and



## 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 Nasha Shkola Charter School (4208-07), 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 |
|---|----------------|--------------------|--|
| Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)  | Comprehensive  | Kindergarten       | 120                                    |
|   | Comprehensive  | Grade 1            | 120                                    |
|   | Comprehensive  | Grade 2            | 120                                    |
|   | Comprehensive  | Grade 3            | 120                                    |
|   | Comprehensive  | Grade 4            | 120                                    |
|   | Comprehensive  | Grade 5            | 120                                    |
| Groves Method Literacy Curriculum for All (Foundational Skills) K-3, with Heggerty Phonemic Awareness Kindergarten Curriculum (2022) and Heggerty Phonemic Awareness Primary Curriculum (Partially Aligned) | Foundational   | Kindergarten       | 60                                     |
|   | Foundational   | Grade 1            | 60                                     |
|   | Foundational   | Grade 2            | 60                                     |
|   | Foundational   | Grade 3            | 60                                     |

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Nasha Shkola used a systematic process to select evidence-based Tier 1 literacy resources aligned with the Science of Reading. Through standards alignment and a comprehensive needs assessment based on school literacy data, including FastBridge, NWEA MAP Growth, classroom observations, and benchmark results, the school identified gaps in foundational skills instruction, particularly in phonemic awareness and phonics. Based on these findings, the school selected and implemented the Groves Method Literacy Curriculum for All (Foundational Skills) for students in Grades K-3. To strengthen phonemic awareness instruction, the school adopted the Heggerty Phonemic Awareness

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Kindergarten Curriculum (2022) and the Heggerty Phonemic Awareness Primary Curriculum for Grades K-3. These resources were selected because of their strong alignment with Minnesota academic standards and evidence-based practices grounded in the Science of Reading. For students in Grades 4-8, the school implemented the Groves Method Literacy classwide intervention curriculum to address identified gaps in foundational reading skills and support struggling readers within the core instructional program. The school will continue to evaluate the effectiveness of these resources through benchmark assessments, progress monitoring, and ongoing data review to ensure that instruction remains responsive to student needs and aligned with evidence-based literacy practices.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Nasha Shkola uses an ongoing continuous improvement process to select, implement, and evaluate evidence-based literacy resources. School literacy data, comprehensive needs assessments, and school improvement goals are reviewed and updated annually to ensure that instructional materials remain aligned with student needs, Minnesota academic standards, and research-based literacy practices. Three years ago, the school partnered with the Groves Literacy Partnership and selected the Groves Method Literacy Curriculum based on standards alignment, student performance data, and identified gaps in foundational literacy instruction. The implementation process occurred gradually over a three-year period to ensure adequate professional development, coaching, and fidelity of implementation. As the curriculum expanded, the school adopted Heggerty Phonemic Awareness curricula for Kindergarten and Grades K-3 to strengthen phonemic awareness instruction. For students in Grades 4-8, the school implemented the Groves Method Literacy classwide intervention curriculum to address identified gaps in foundational reading skills. In addition, in 2025-26, teachers participated in the CORE Online Language and Literacy Academy (OL&LA) and a schoolwide Science of Reading book study.

## 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 Nasha Shkola Charter School (4208-07) 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 - Great Leaps, Sonday, Groves, Fountas & Pinnell LLI | Tier 2 & 3        | Kindergarten       | 30                             |
|  | Tier 2 & 3        | Grade 1            | 30                             |
|  | Tier 2 & 3        | Grade 2            | 30                             |
|  | Tier 2 & 3        | Grade 3            | 30                             |
|  | Tier 2 & 3        | Grade 4            | 30                             |
|  | Tier 2 & 3        | Grade 5            | 30                             |
|  | Tier 2 & 3        | Grade 6            | 30                             |
|  | Tier 2 & 3        | Grade 7            | 30                             |
|  | Tier 2 & 3        | Grade 8            | 30                             |

## 11. Literacy Aid Funds

### Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Nasha Shkola Charter School (4208-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$11,129

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

\$3,642

### READ Act Literacy Aid

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

Nasha Shkola Charter School (4208-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$4,230

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$643

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

Contracting and employment of the district literacy lead.

### 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 |
|--|--------------------|
| Other, explain below - MDE approved Read Act professional development, approved literacy screeners, literacy assessment coordinator. | 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.

Nasha Shkola Charter School (4208-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/30/2026

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:

Nasha Shkola scheduled professional development days during the school year to allow teachers dedicated time to work on course requirements and assessments. In addition, the district funded course extensions for four staff members to allow them additional time to successfully complete the CORE Online Language and Literacy Academy (OL&LA) course requirements.

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:

Nasha Shkola uses multiple measures to monitor fidelity of implementation of evidence-based literacy instruction. Teachers are supported through ongoing professional learning, instructional coaching, and collaboration with the Literacy Lead, Groves Literacy Partnership coach, and PLC teams. Fidelity data are collected through classroom observations, learning walks, coaching cycles, Groves Literacy surveys, and participation in professional development, including the CORE Online Language and Literacy Academy (OL&LA). Benchmark and progress-monitoring data from FastBridge, NWEA MAP Growth, and CAPTI ReadBasix are reviewed regularly to evaluate the effectiveness of instruction and guide coaching and support. These multiple data sources help ensure that teachers implement systematic, sequential, explicit, and diagnostic literacy instruction aligned with the Science of Reading.

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:

Nasha Shkola provides ongoing coaching and feedback based on fidelity data collected through classroom observations, learning walks, coaching cycles, Groves Literacy surveys, and student achievement data. The Literacy Lead and Groves Literacy Partnership coach work collaboratively with teachers to review implementation data, identify areas of strength and need, and provide targeted support. Teachers receive individualized coaching, mentoring, and feedback focused on strengthening systematic, sequential, explicit, and diagnostic literacy instruction aligned with the Science of Reading. Benchmark and progress-monitoring data from FastBridge, NWEA MAP Growth, and CAPTI ReadBasix are used to guide

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coaching conversations and instructional adjustments. Professional Learning Communities (PLCs), data review meetings, and ongoing professional development provide additional opportunities for teachers to collaborate, analyze student performance, and refine instructional practices. These supports help ensure that all teachers in grades K-12 are able to effectively implement evidence-based literacy instruction and continuously improve student outcomes.

The following changes in instructional practices have impacted students:

The implementation of systematic, sequential, explicit, and diagnostic literacy practices aligned with the Science of Reading has had a positive impact on student outcomes across grades K-12. Evidence of this impact is reflected in student growth and achievement data. Schoolwide Reading growth exceeded national expectations, with a Median Conditional Growth Percentile (CGP) of 53 and 56% of students meeting or exceeding their Reading growth projections. Approximately 68% of students met or exceeded national grade-level expectations in Reading. Grade 6 demonstrated particularly strong achievement, with 82% of students meeting grade-level expectations, while Grade 5 demonstrated exceptional growth. Foundational literacy outcomes also improved. In Grades 1-3, 61% of students met benchmark expectations in CBM Reading, with Grade 2 showing the strongest performance (72%). In Early Reading, 64% of Grade 1 students met benchmark expectations and no students remained in the High Risk category by spring. Multilingual learners demonstrated meaningful gains in English language development. Reading proficiency increased from 42% in 2025 to 58.8% of students scoring at Level 3.5 or above on ACCESS in 2026. These results provide evidence that the school's evidence-based literacy practices and targeted supports are positively impacting student achievement and language development.

Nasha Shkola Charter School (4208-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Nasha Shkola serves a diverse student population with a high percentage of multilingual learners and remains committed to implementing culturally responsive practices that affirm students' languages, cultures, and backgrounds. Literacy instruction incorporates culturally relevant texts, opportunities for oral language development, and strategies that support English learners while valuing students' home languages. The school maintains a bilingual and multicultural program and provides Russian language instruction to support biliteracy and cultural identity. Teachers are encouraged to connect instruction to students' experiences and to create inclusive classroom environments that promote high expectations for all learners. Professional development and coaching support teachers in implementing culturally responsive literacy practices. Through the Groves Literacy Partnership, instructional coaching, PLC collaboration, and Science of Reading training, teachers receive support in using academic language strategies, scaffolds, vocabulary instruction, and differentiated practices that meet the needs of multilingual learners. Classroom observations, coaching conversations, and data review meetings provide ongoing opportunities to strengthen culturally responsive instruction. The school will continue to build staff capacity by integrating culturally responsive practices into professional learning and ensuring that instructional materials and literacy practices are responsive to the diverse backgrounds and experiences of its students.

Nasha Shkola Charter School (4208-07) engaged with the Regional Literacy Network through the following:

- District did not engage with the Regional Literacy Network

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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 2026-2027 school year, Nasha Shkola will continue to provide literacy-focused professional development to strengthen evidence-based instruction aligned with the Science of Reading and the Minnesota ELA Standards. New staff members will receive training related to the READ Act requirements and will participate in the CORE Online Language and Literacy Academy (OL&LA) and Groves Literacy professional learning opportunities. The school will continue to provide instructional coaching, mentoring, and ongoing professional development for the Groves Phonics curriculum. Teachers will participate in literacy-focused Professional Learning Communities (PLCs) to analyze student data, share instructional practices, and strengthen implementation of structured literacy across grade levels. Professional learning will support all strands of the Minnesota ELA Standards. Training in foundational skills, vocabulary, fluency, and comprehension will strengthen reading instruction. Teachers will continue to focus on writing instruction through explicit teaching of language structures, academic vocabulary, and evidence-based writing practices. Opportunities for collaborative learning, academic discourse, and oral language development will support the Exchange of Ideas strand, particularly for multilingual learners. In addition, the school will continue standards alignment work in Grades 4-8 to ensure that literacy instruction, intervention practices, and curricular resources are aligned with Minnesota academic standards and support student success across reading, writing, and communication.

### 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)  | 1  | 1                                     | 0                                   | 1                           |
| Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher   | 0  | 0                                     | 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 | 1  | 1                                     | 0                                   | 1                           |
| K-3 Classroom teachers  | 5  | 4                                     | 1                                   | 5                           |
| K-12 Teachers holding English as a second language licenses   | 2  | 2                                     | 0                                   | 2                           |
| K-12 Reading Intervention Teachers  | 0  | 0                                     | 0                                   | 0                           |
| K-12 Special Education educators responsible for foundational reading instruction   | 1  | 1                                     | 0                                   | 1                           |
| Pre-K through grade five Curriculum Directors   | 0  | 0                                     | 0                                   | 0                           |

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

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             | 0  | 0                                     | 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                        | 0  | 0                                     | 0                                   | 0                           |
| Grades 6-12 Curriculum Directors   | 0  | 0                                     | 0                                   | 0                           |
| Grades 6-12 instructional support staff who provide reading support                          | 0  | 0                                     | 0                                   | 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).

0

## 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.

Nasha Shkola Charter School (4208-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Nasha Shkola Charter School (4208-07) has participated in MDE MnMTSS professional learning:

Yes

## 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.

Nasha Shkola Charter School (4208-07) does not include a DLI Program