

Minnesota READ Act Literacy Plan for 2024-25

For

New City School (4089-07)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by New City School (4089-07). 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 Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

New City School (4089-07)'s literacy goal(s) for the 2024-25 school year:

New City School will use locally adopted, developmentally appropriate and culturally responsive curriculum and assessments to identify students in grades K-8 who are not reading at grade level. NCS will monitor progress and adjust instruction regularly to meet the needs of all students not reading at grade level. Staff development will include the locally adopted curriculum training, Tier 2 intervention strategies and early warning signs for dyslexia and convergence insufficiency, as well as the state required Read Act training. Each trimester parents will be informed on their child's progress through, intervention progress letters, conferences and report cards. Annual results will be reported publicly by the Board, in the Annual Report and on the district website.

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

To make progress toward our literacy goals, New City School implemented several key strategies aligned with our goal to use locally adopted, developmentally appropriate, and culturally responsive curricula and assessments to identify and support K-8 students who are not reading at grade level. Staff teaching K-8 students participated in Science of Reading training through CAREI at the University of Minnesota to deepen their understanding of evidence-based reading instruction. We introduced a data protocol during student support meetings to closely examine the effectiveness of Tier 1, Tier 2, and Tier 3 instruction and ensure interventions are relevant and successful. Additionally, we implemented mClass DIBELS as a universal screener administered in the Fall, Winter, and Spring for all K-3 students, as well as for students in grades 4-8 who were identified as not proficient in foundational skills based on our nationally normed diagnostic assessment, i-Ready. Intervention schedules were prioritized to provide push-in services for K-6 students, allowing them to receive support within their classrooms, while pull-out interventions continued for 7th and 8th grades. Intervention educators were dedicated solely to running interventions and supporting students without other competing responsibilities, ensuring consistent and equitable access to literacy support. Throughout the year, progress monitoring and communication with families through progress letters, conferences, and report cards helped keep all stakeholders informed and engaged in student growth.

The following describes how New City School (4089-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Local Literacy Plan for New City School (4089-07)

Current student performance falls significantly short of the literacy goal outlined in the READ Act, which aims for every Minnesota child to read at or above grade level each year starting in kindergarten, while also supporting multilingual learners and students receiving special education services in meeting their individualized reading goals. At our school, approximately 42% of K-8 students are not reading at grade level. The gap is even wider for specific student groups: 86% of our multilingual learners and 68% of our students with IEPs are not meeting grade-level reading proficiency. These disparities indicate a substantial gap between our students' current performance and the expectations set forth in the READ Act, underscoring the need for focused efforts to improve literacy outcomes for all learners.

New City School (4089-07)'s literacy goal(s) for the 2025-26 school year:

New City School will use locally adopted, developmentally appropriate and culturally responsive curriculum and assessments to identify students in grades K-8 who are not reading at grade level. NCS will monitor progress and adjust instruction regularly to meet the needs of all students not reading at grade level. Staff development will include the locally adopted curriculum training, Tier 2 intervention strategies and early warning signs for dyslexia and convergence insufficiency. Each trimester parents will be informed on their child's progress through, intervention progress letters, conferences and report cards. Annual results will be reported publicly by the Board, in the Annual Report and on the district website.

New City School (4089-07)'s Local Literacy Plan is posted on the district website at:

<https://newcitycharterschool.org/pages/new-city-school-bylaws-policies>

2. Screening Tools K-3

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

The table below details the screening tool used by New City School (4089-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	N/A
Grade 1	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	N/A
Grade 2	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	N/A
Grade 3	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	N/A

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for New City School (4089-07) 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	23	CTSTR	26	11	30	17
Grade 1	27	13	29	14	30	18
Grade 2	35	21	35	23	32	24
Grade 3	39	20	42	21	44	23

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how New City School (4089-07) 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.

New City School (4089-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are 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	0	CTSTR
Grade 1	0	CTSTR
Grade 2	0	CTSTR
Grade 3	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

5. Screening Tools 4-12

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

The table below details the screening tool(s) used by New City School (4089-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	mClass Dibels	mClass Dibels	Vendor composites using vendor benchmarks
	i-Ready Diagnostic	i-Ready	Vendor composites using vendor benchmarks
Grade 5	mClass Dibels	mClass Dibels	Vendor composites using vendor benchmarks
	i-Ready Diagnostic	i-Ready	Vendor composites using vendor benchmarks
Grade 6	mClass Dibels	mClass Dibels	Vendor composites using vendor benchmarks
	i-Ready Diagnostic	i-Ready	Vendor composites using vendor benchmarks
Grade 7	i-Ready Diagnostic	i-Ready	Vendor composites using vendor benchmarks
Grade 8	i-Ready Diagnostic	i-Ready	Vendor composites using vendor benchmarks
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

The following method will be used by New City School (4089-07) to determine which students in grades 4-12 are not reading at grade level:

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

In the fall, New City School will determine which students in grades 4-8 are not reading at grade level using a two-step screening process. For students in grades 4-6, we will administer the mClass DIBELS assessment to identify those who may need additional support. Students who do not meet grade-level expectations on this screener will then be given the Capti ReadBasix diagnostic assessment for a more detailed understanding of their reading needs. For students in grades 7 and 8, we will use the paper version of DIBELS 8th Edition as the initial screener. Those who do not meet benchmarks on that assessment will also complete the Capti ReadBasix diagnostic to further assess their foundational reading skills and inform appropriate interventions. This same screening and diagnostic process will be completed for any new students in grades 4-8 who enroll after the start of the school year to ensure timely identification and support for students who may be reading below grade level.

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

The following table displays the number of students in New City School (4089-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

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

7. Parent Notification and Involvement

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

Does New City School (4089-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

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

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

- Parent teacher conferences
- Letter sent home with student

The following content is included in the parent notification:

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

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

- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

New City School (4089-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

In the 2025-26 school year, New City School will implement several changes to improve parent notification and involvement in support of student literacy. We will increase the frequency of communication with families by notifying parents three times a year—after each assessment window (Fall, Winter, and Spring)—if their student is reading below grade level. In addition to more regular updates, we plan to actively engage our caretaker community by providing guidance and resources on how they can support their student's literacy development at home. To ensure these conversations are meaningful, we will also focus on training teachers to communicate clearly, specifically, and transparently about each student's literacy proficiency, growth, and goals. These changes aim to foster stronger school-home partnerships that support student success in reading.

8. Data-Based Decision Making for Action

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

New City School (4089-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The first line of interventions is implemented through Tier I evidence-based instructional strategies delivered by the classroom teacher. Teachers begin by collaborating with the Support Team to develop and implement strategies that address identified student needs using classroom-based data and observations. These targeted, research-aligned strategies are conducted for approximately four weeks. Central to this process is ongoing communication with families and detailed documentation of the instructional strategies used, their outcomes, and the student's response. All parent communication is documented by the classroom teacher. If a student requires more targeted support, they may move into Tier II interventions at the classroom level. When appropriate, a diagnostic assessment is administered to gather detailed information on the student's specific learning needs. This data is used to select and implement evidence-based, skill-specific interventions that are tailored to address the student's gaps. These interventions are monitored for effectiveness over a period of approximately four weeks using progress monitoring tools aligned with the intervention goals. If the data shows the student is responding well, the intervention may be continued or the student may exit the MTSS process. If a student does not make adequate progress, despite documented Tier I and Tier II interventions, the classroom teacher completes a Student Information Form to initiate a review by the Child Study Team (CST). The CST process includes a review of: Student strengths Present levels of performance Areas of concern Documentation of all interventions, including progress monitoring data Based on the data collected, the CST designs individualized Tier III interventions that are aligned with the student's academic, social-emotional, or behavioral needs. These interventions are evidence-based, and their implementation and outcomes are closely documented, including continued communication with families. If Tier II or Tier III interventions prove effective, the student may return to being monitored at the classroom level. The School Leadership Team also reviews schoolwide MTSS data at least once per trimester to assess the overall effectiveness and equity of instructional systems and structures, and to make informed decisions about any needed adjustments or professional development. In exceptional cases—such as significant medical, social-emotional, or environmental concerns—a student may be referred directly to Tier II or III support based on available data and team discretion.

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

At New City School, Tier 1 instruction is grounded in evidence-based practices and serves as the foundation for all students' literacy development. To ensure both fidelity of implementation and differentiation to meet diverse learner needs, we have several systems and structures in place. Tier 1 instruction and student data are regularly analyzed through a cohort structure, where teachers meet in grade-level or content-based teams to

review assessment results, discuss student progress, and plan responsive instruction. These cohort meetings are supported by instructional leaders who guide the use of data to adjust instruction, ensure alignment to standards, and promote equitable outcomes for all students. In addition, coaching meetings between teachers and instructional coaches provide targeted support to improve instructional practice. These meetings include data review, planning for differentiation within Tier 1, and the development of high-leverage, evidence-based strategies that address the needs of all learners. Classroom observations are used to monitor the fidelity of Tier 1 instruction and provide real-time feedback. These observations focus on implementation of the core curriculum, engagement with grade-level content, and the use of instructional practices that support a wide range of learners. To further strengthen our monitoring and instructional planning, we will be implementing a Literacy Instructional Leadership Team beginning in the 2025â€"26 school year. This team will bring together school leaders, coaches, and teacher representatives to analyze broader trends in literacy instruction and student outcomes. The team will use this data to identify areas of strength and growth, and to plan for the professional learning and implementation of high-impact, evidence-based literacy practices across the school. Differentiation within Tier 1 occurs based on multiple sources of data, including formative assessments, diagnostic screeners, and ongoing classroom observations. Teachers use this information to plan small group instruction, scaffold tasks, and tailor supports so that all students can access and engage with grade-level content. Together, these systems ensure that Tier 1 instruction is consistently monitored, thoughtfully adapted to meet student needs, and continuously improved to support strong literacy outcomes for all students. Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Students enter Tier 2 supplemental intervention if they score below proficiency on foundational reading assessments or show insufficient progress (less than 80%) on 3 out of 4 consecutive progress monitoring data points despite Tier 1 instruction. A diagnostic assessment is used to identify specific skill gaps and guide targeted interventions. For elementary students (K-6), Tier 2 interventions typically happen within the classroom through small group or push-in support. For secondary students (grades 7-8), Tier 2 interventions may include pull-out sessions due to scheduling needs, but the same data criteria apply.

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

Local Literacy Plan for New City School (4089-07)

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:

At New City School, progress monitoring is a critical part of evaluating and adjusting Tier 2 and Tier 3 reading interventions. For all students receiving supplemental or intensive supports, progress is monitored weekly using mClass DIBELS assessments, which provide consistent and reliable data on foundational reading skills. Students in Tier 2 interventions are assessed weekly with mClass DIBELS to track growth aligned with intervention goals. If a student does not meet 80% proficiency or fails to show progress on 3 out of 4 consecutive weekly data points, intervention strategies are modified or intensified. For students in Tier 3 intensive interventions, progress monitoring occurs weekly with additional diagnostic data reviewed by the Child Study Team to ensure interventions remain targeted and effective. The team uses this data to make timely, data-driven decisions regarding instructional modifications. This structured, weekly progress monitoring protocol using mClass DIBELS supports timely adjustments to intervention intensity and ensures individualized reading support across K-8.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: Students may be considered for exit from Tier 2 or Tier 3 interventions after successfully completing two cycles of four-week interventions. To qualify for exit, a student must score 80% or higher on at least 3 out of 4 progress monitoring assessments within each cycle. This consistent performance indicates that the student is meeting their reading goals and can transition out of targeted intervention. In some cases, students may need to wait until the next scheduled assessment window to retake their mClass DIBELS assessment to confirm sustained proficiency before officially exiting intervention. At the elementary level (K-6), exit decisions are generally made collaboratively between classroom teachers, interventionists, and support teams based on ongoing progress monitoring data and observations. At the secondary level (grades 7-8), exit processes follow similar data criteria but may involve additional considerations due to scheduling and instructional structures, with support teams reviewing readiness to exit interventions.

Does New City School (4089-07) use personal learning plans for literacy:

No

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

· No data entered

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

No data entered

9. Multi-tiered System of Supports (MTSS)

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

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

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

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

New City School (4089-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

New City School (4089-07) has participated in MDE MnMTSS professional learning:

Yes

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

New City School (4089-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Beginning in the 2025-2026 school year, our Multi-Tiered System of Supports (MTSS) will undergo several strategic changes aimed at improving student outcomes and strengthening instructional practices. These changes include: New School-Wide Goals - New City will implement goals centered on strengthening Tier 1 instruction in math, literacy, and social-emotional learning (SEL). These goals emphasize the importance of collaboratively linked teams working together to ensure high-quality, consistent core instruction across classrooms. Structured Progress Monitoring and Data Analysis - New City will adopt more structured meeting protocols to support data-driven decision-making. These meetings will focus on analyzing student progress data, identifying needs, and coordinating timely supports across all three tiers of instruction.

Enhanced Use of Panorama Education Tools - New City will expand its use of Panorama Education technology to support real-time data collection and analysis. This shift will help educators more effectively monitor student progress, inform instruction, and engage families in supporting student growth and well-being. Expanded Tier 2 and 3 Interventions - There will be a significant increase in targeted Tier 2 and Tier 3 math and reading interventions across grades K-8. This expansion is designed to provide more responsive and intensive support for students who need it, ensuring equitable access to the resources necessary for academic success.

10. Core Curricular Resource Grades K-5

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

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by New City School (4089-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI	Foundational	40
Grade 1	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI	Foundational	40
Grade 2	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI	Foundational	40
Grade 3	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly AI	Foundational	40
Grade 4	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60
Grade 5	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	60

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11. Reading Interventions

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

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by New City School (4089-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Rewards, Reading Corps, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 1	Rewards, Reading Corps, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 2	Rewards, Reading Corps, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 3	Rewards, Reading Corps, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 4	Rewards, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 5	Rewards, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 6	Rewards, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 7	Rewards, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 8	Rewards, The Sonday System, PRESS, iReady Reading Intervention Online instruction	The Sonday System
Grade 9	N/A	N/A

Local Literacy Plan for New City School (4089-07)

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A

12. Section Professional Development Plan

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

New City School (4089-07) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/09/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

Teachers who did not complete the approved training at the vendor-recommended 80% proficiency level will receive targeted support from their instructional coach in the 2025-2026 school year. Their coaches, who each scored above the 80% proficiency threshold, will work closely with the teacher to plan lessons, analyze student data, and conduct regular observations to monitor for curriculum fidelity. The goal of this support is to strengthen implementation of evidence-based literacy instruction and ensure alignment with the training content. In some cases, teachers may be required to retake the course to meet the proficiency requirement, and they may be responsible for covering the cost of the retake.

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:

Instruction in the five areas of readingâ€"phonemic awareness, phonics, fluency, vocabulary, and comprehensionâ€"New City School collects multiple forms of fidelity data. Instructional coaches and leaders conduct regular classroom observations using structured look-for tools aligned with the components of effective literacy instruction. These tools help identify the presence and quality of instruction in each of the five key areas. Coaches also engage in regular planning meetings and data analysis sessions with teachers to ensure instruction is responsive to student needs while maintaining fidelity to the research-based approaches outlined in the training.

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:

New City School uses fidelity dataâ€"gathered through classroom observations and student work samplesâ€"to guide coaching support for elementary teachers. Instructional coaches use this data to provide targeted, strengths-based feedback that supports growth in the five essential areas of literacy instruction: phonemic

Local Literacy Plan for New City School (4089-07)

awareness, phonics, fluency, vocabulary, and comprehension. Coaching occurs through regular 1:1 planning meetings, classroom modeling and co-teaching, and real-time or post-observation feedback. Coaches and teachers analyze student data together to ensure instructional decisions are grounded in evidence and aligned with best practices.

The following changes in instructional practices have impacted students :

The shift to more explicit, systematic, and evidence-based literacy instructionâ€"supported by curriculum alignment, coaching, and professional developmentâ€"has led to early signs of positive impact on student learning. One key area of growth has been in foundational skills acquisition among our youngest learners. In Kindergarten, the average score for phonemic awareness, as measured by mClass DIBELS, increased from 5 in the fall to 30 by springâ€"demonstrating significant gains in students' ability to identify and manipulate sounds in spoken words. In 1st grade, decoding skills also improved notably, with the grade-wide average score rising from 9 in the fall to 20 in the spring. These gains reflect the effectiveness of more intentional instruction and intervention in early literacy and provide encouraging evidence that students are developing the foundational skills needed for long-term reading success.

New City School (4089-07) has implemented the following professional development and support for teachers around culturally responsive practices:

New City School has begun implementing professional development focused on culturally responsive practices through participation in the CAREIALL training with our Phase One and Phase Two educators. CAREIALL â€"Advancing Language and Literacy is a virtual, comprehensive professional development course developed by literacy experts at the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota. This training is specifically designed to support educators in operationalizing the science of reading within their classrooms, while also embedding equitable and inclusive practices. According to the Minnesota Department of Education, the CAREIALL course equips educators with a deep understanding of evidence-based literacy instruction alongside the research that guides instructional decision-making. The course integrates elements of assessment, Multi-Tiered Systems of Support (MTSS), the science of teaching and learning, andâ€"criticallyâ€"culturally responsive and inclusive practices. These components are woven throughout the content to help educators recognize and address the diverse needs of their students. Educators participate in both asynchronous learning modules and live, virtual sessions facilitated by CAREI's literacy team. This structure allows for ongoing reflection, discussion, and application of the content. Through this program, New City educators are not only learning how to implement the science of reading effectively but also how to do so in ways that affirm and respond to the cultural, linguistic, and experiential backgrounds of all students. This training represents a key step in our broader commitment to ensuring literacy instruction is both rigorous and responsive.

New City School (4089-07) engaged with the Regional Literacy Network through the following:

- Other, explain: (Required)
- Other, explain: (Required)

Local Literacy Plan for New City School (4089-07)

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):

As part of our implementation of Bridge 2 Read, all K-3 ELA teachers will receive targeted coaching from trained facilitators of the program. This coaching will focus on building teacher capacity to deliver high-quality, evidence-based literacy instruction aligned specifically to the reading strand of the ELA Standards. Additionally, our newly formed Instructional Leadership Team will provide ongoing support and professional development to ensure alignment across classrooms and grade levels. This team will help facilitate collaborative planning, model effective strategies, and analyze data to inform instruction, all with a focus on strengthening students' reading skills.

Continuous Improvement for Professional Development Plan

New City School (4089-07) will make the following changes to the professional development plan for the 2025-26 school year:

In the 2025-26 school year, our professional development plan will expand to include ongoing coaching support for K-3 teachers through the Bridge 2 Read program, ensuring sustained implementation of evidence-based reading instruction. We will also launch an Instructional Leadership Team focused on literacy to analyze schoolwide data, identify strengths and areas for growth, and guide targeted professional learning opportunities. These changes aim to create a more cohesive, data-informed professional development structure that better supports teacher growth and student achievement in literacy.

13. Professional Development Educator Count

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

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who, need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	8	7	0	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	4	4	0	0
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	5	5	0	0
PreK through grade 5 Curriculum Directors	2	2	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	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

Local Literacy Plan for New City School (4089-07)

Grades 4-12 Classroom Educators responsible for reading instruction	10	10	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	8	0	0	8
Grades 6-12 Curriculum Directors	2	2	0	0
Employees who select literacy instructional materials for Grades 6-12	4	4	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

New City School (4089-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$23,486.51

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

\$23,486.51

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

New City School (4089-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$13,539.66

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Approved literacy screeners (this can include materials, training and coaching)

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

\$0

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

No funds remain. All allocated funds have been fully expended in alignment with the approved literacy plan.