

Minnesota READ Act Literacy Plan

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

For

Great Oaks Academy Charter School (4268-07)

Date Submitted to the State 06/11/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Great Oaks Academy Charter School (4268-07). 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

Great Oaks Academy Charter School (4268-07)'s literacy goal(s) for the 2025-26 school year:

Pursuant to Minnesota State Statute, Minn. Stat. 120B.12 (2023), Great Oaks Academy Charter School is committed to having all students reading at or above grade level, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. Great Oaks students receive high-quality, data-driven, evidence-based literacy instruction. Students are closely monitored to ensure they are making progress. Great Oaks follows a multi-tiered system of support to identify students who need additional literacy instructional support. Great Oaks Literacy Goals for 2025-26: 1. All students who are not meeting grade and skill level expectations for phonological awareness, decoding, sight recognition, vocabulary, language structures, verbal reasoning, and literacy knowledge will be provided support to close the gap of achievement and reach grade level. 2. All students who are exceeding grade level will be provided instruction to challenge them and increase their learning. 3. All stakeholders in the district will be informed of the district's efforts to ensure all of our students are receiving appropriate literacy support.

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

During the 2025-26 school year, Great Oaks Academy accomplished the following READ Act driven objectives: At the close of the 2025-26 school year, all K-5 instructional staff and special education teachers, who began the Phase 1 cohort in August, 2024, completed the second volume of LETRS training in units 5-8. The K-5 Academic Director completed the second volume of LETRS for Administrators. Newly hired elementary reading teachers completed the first volume of LETRS training during the 2025-26 school year. In addition, para educators who are involved in the support of reading instruction received the first four hours of READ Act mandated training.

The following describes how Great Oaks Academy Charter School (4268-07)'s current student performance differs from the literacy goal detailed in the READ Act:

The state literacy goal, articulated in the READ Act, seeks to have every child reading at or above grade every year, beginning in kindergarten, and to support multi-lingual learners and students receiving special education services in achieving their individualized reading goals to achieve grade-level benchmarks. While Great Oaks Academy is still progressing toward this goal we have observed notable and measurable growth through the robust implementation of our MTSS system. Students enrolled in the 2025-26 school year demonstrated measurable growth in reading as measured in benchmark screening assessments administered, as designated in the state statute, three times during the school.

Great Oaks Academy Charter School (4268-07)'s literacy goal(s) for the 2026-27 school year:

Using data-driven decision making (DIBELS mClass, Capti ReadBasix screening date), in collaboration with teachers, interventionists, and special education teachers, Great Oaks Academy provided robust reading interventions. Students received Tier 1 reading instruction with our core curriculum and as-needed support where the data indicated weaknesses in foundational reading skills, vocabulary, and comprehension strategies. Team decision-making is informed by the benchmark assessments administered with the DIBELS mClass assessments for K-3 students and CaptiRead Basix for grades 4-9. Highly effective interventions included small group instruction and co-teaching in the classroom, small group direct literacy instruction, and small group intensive foundational reading instruction as needed. A structured-literacy approach is in place at Great Oaks with the addition of foundational reading resources such as the Heggerty Phonemic Awareness System, HD Word, Blast, and Souday Systems for special education services. Heggerty provides explicit, systematic instruction covering all 8 phonological awareness skills plus 3 early literacy skills. Students identified as needing intervention support received progress monitoring every four weeks and adjusted instruction as needed. Identification and placement was determined through analysis of the data provided in the DIBELS mClass system (K-3) and the Capti ReadBasix assessment (4-9). Resources from the Florida Center for Reading Research, assigned through the DIBELS mClass system, and additional intervention resources, such as the science of reading resources, Blast and HD Word from Really Great Reading, are employed for progress monitored interventions.

The Local Literacy Lead, Kristin Grosse, for Great Oaks Academy Charter School (4268-07) has an FTE of 1.00

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

The District Literacy Lead at Great Oaks Academy, in conjunction with a three person literacy intervention team, drives school-wide reading improvement by mentoring teachers in structured literacy, supporting curriculum implementation, and aiding in personalized student learning plans. Key engagement strategies involve fostering active participation rather than passive compliance, engaging in frequent and robust discussions of benchmark and progress monitoring data, and building partnerships with families to bridge home and school reading efforts.

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

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

Yes

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

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

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- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Great Oaks Academy Charter School (4268-07) Local Literacy Plan is posted on the district website at

<https://greatoaksacademymn.com/leadership-board/>

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.

Great Oaks Academy Charter School (4268-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Great Oaks Academy Charter School (4268-07) 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
mCLASS with DIBELS 8th Edition	Kindergarten	Vendor Composites using vendor benchmarks	None
	Grade 1	Vendor Composites using vendor benchmarks	None
	Grade 2	Vendor Composites using vendor benchmarks	None
	Grade 3	Vendor Composites using vendor benchmarks	None

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Great Oaks Academy Charter School (4268-07) will be utilizing the following screening tool(s) in 2026-27:

mCLASS with DIBELS 8th Edition

Great Oaks Academy Charter School (4268-07) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Great Oaks Academy will implement oral language screening in the 2026-27 school year with the oral language subtest in the DIBELS data system mClass.

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:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by Great Oaks Academy Charter School (4268-07) 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	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 1 & 2

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

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

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

- Sentence Processing
- Reading Comprehension

Great Oaks Academy Charter School (4268-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

Great Oaks Academy utilized the MTSS group report and individual reports to help district staff tailor support for students based on their ReadBasix assessment results, enabling informed, data-driven decisions rooted in Capti’s Science of Reading expertise. The MTSS Group Report exports a PDF with a list of students in the group broken down by grade

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level and MTSS group. The students are listed in a table with their scale scores and Lexile reading measure to aid in further decision making.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Great Oaks Academy Charter School (4268-07) 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	70	20	72	43	70	44
1st	78	49	78	60	79	66
2nd	81	47	81	56	79	51
3rd	81	55	79	61	80	66

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 Great Oaks Academy Charter School (4268-07) 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.

Great Oaks Academy Charter School (4268-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
1st	4	CTSTR
2nd	11	1
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

Great Oaks Academy Charter School (4268-07) 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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Great Oaks Academy Charter School (4268-07) 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	75	0	75	7	4	0
5th	91	0	91	6	1	0
6th	68	0	68	7	1	0
7th	60	0	60	5	1	0
8th	43	0	42	8	2	1
9th	33	0	32	7	5	1
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.

Great Oaks Academy Charter School (4268-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Read Act screening data is used for data-based decision making to assure that evidence-based instruction and intervention is robustly and dynamically matched to student needs. Reading intervention is implemented through the Minnesota Multi-Tiered System of Support (MTSS) framework. Great Oaks Academy completes benchmark assessments in reading across all grades in kindergarten through ninth grade. Great Oaks Academy follows the READ Act universal literacy screening guidelines utilizing the mClass with DIBELS 8th edition data system in grades K-3 and Capti ReadBasix to assess students in fourth grade and above for universal literacy and dyslexia screening data. Universal benchmark data is analyzed three times per year to determine placement and support needs for all students. The data collected at the beginning of the school year informs intervention reading support at the Tier 1, Tier 2, and Tier 3 levels. The processes for monitoring fidelity and differentiating Tier 1 instruction include:

At the beginning of the year, each classroom teacher completes placement testing for determination of reading groups. This comes from our Tier 1 core curriculum, Reading Mastery. Data is used to group students based on ability in order to meet curriculum standards, maintain pacing, and allow for appropriate responsiveness to students' learning needs. Regular mastery tests are administered as the curriculum dictates to ensure students are in the appropriate classroom grouping. Students who do not meet or exceed mastery in four consecutive tests are identified for consideration intervention grouping.

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

Our decisions are data-driven by NWEA, DIBELS, and instructional staff feedback. Both Tier 2 and Tier 3 interventions use multiple standardized, evidence-based instructional practices. These are led by trained staff in a small group setting based on needs. At times, we supplement Tier 1 or replace Tier 1 instruction with research-based intervention. During instruction, there is sufficient opportunity for student response, practice, and feedback on skills.

Progress monitoring data collection for students in Tier 2 occurs:

Once a month

Progress monitoring data collection for students in Tier 3 occurs:

Once a month

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:

The protocol is based on data driven information, benchmark reading data, and anecdotal observations from instructional staff. This involves the appropriate personnel working with the students, including problem solving team, support staff, interventionists, and SPED.

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

The protocol is based on data driven information, benchmark reading data, and anecdotal observations from instructional staff. This involves the appropriate personnel working with the students, including problem solving team, support staff, interventionists, and SPED. We have deep and intentional cross-department conversations in order to serve the literacy needs of all students.

Continuous Improvement for Data-Based Decision Making for Action

Great Oaks Academy Charter School (4268-07) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Yes, changes will be made to better monitor the fidelity of Tier 1 instruction. This includes bi-weekly progress monitoring within the classroom, as identified by data-driven measures. Also it includes specific professional development for the tier 1 instructional staff on how this will look inside the classroom.

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 Great Oaks Academy Charter School (4268-07) 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	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging
Grade 1	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging
Grade 2	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging
Grade 3	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging
Grade 4	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging
Grade 5	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging

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Grade	Frequency of Notification	Method of Notification
Grade 6	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging
Grade 7	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging
Grade 8	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging
Grade 9	2 times per year	Parent teacher conferences
	Other - Additional information is provided to families as appropriate after benchmark assessments.	Digital messaging

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

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

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

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

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

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Great Oaks Academy Charter School (4268-07), 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
Bridge to Reading Foundational Skills Kit (Heggerty), K-2, 2023 (Partially Aligned)	Foundational	Kindergarten	20
	Foundational	Grade 1	20
	Foundational	Grade 2	20
	Foundational	Grade 3	20
Other Curriculum - Reading Mastery Transformations and Signature Edition	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90
Really Great Reading: Countdown, Kindergarten, 2017; Blast Foundations, Grade 1, 2014; HD Word, Grade 2, 2015 (Partially Aligned)	Supplemental	Kindergarten	45
	Supplemental	Grade 1	45
	Supplemental	Grade 2	45
	Supplemental	Grade 3	45

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Really Great Reading: Countdown, Kindergarten, 2017; Blast Foundations, Grade 1, 2014; HD Word, Grade 2, 2015 (Partially Aligned)	Supplemental	Grade 4	45
	Supplemental	Grade 5	45

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Reading Mastery, a research-proven curriculum, is used to develop fluent, independent and highly-skilled readers. In addition to its multi-strand approach, which engages students of every learning style, McGraw-Hill's analyses of the program found it met 95% of ELA standards in the CCSS. The curriculum has been reviewed by Institute of Education Services and was found to have potentially positive effects on the reading achievement of English Language Learners, and the curriculum is also available in Spanish, so that our Spanish-speaking students can develop decoding and comprehension while gaining English fluency.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Great Oaks Academy is currently following a 5-year implementation time line for fidelity alignment with Read Act core curriculum specifications. Beginning in the 2025-26 school year, Great Oaks Academy purchased Transformations, from McGraw Hill, for all kindergarten and first grade classrooms. Upon completion of a review of the fidelity of foundational reading strategies taught in grades K-3, it was determined that the school would begin the move to implement Transformations to replace the Signature Edition of Reading Mastery. In addition, all K-3 classrooms added the foundational reading recourse from Bridge to Reading - Heggerty. Standards Alignment is reviewed yearly and adjustments and additions are made in order to ensure school-wide alignment with the Minnesota State Standards in Reading.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Great Oaks Academy Charter School (4268-07) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

In the 2026-27 school year, Great Oaks Academy will move from the Signature Edition of Reading Mastery into the Transformations curriculum, with improved foundational instructional resources based on the science of reading, for our second grade students. This transition will follow in alignment with the adoption of Transformation for kindergarten and first grade in the 2025-26 school year.

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 Great Oaks Academy Charter School (4268-07) 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
Corrective Reading Decoding (CRD)	Tier 2 & 3	Grade 3	60
	Tier 2 & 3	Grade 4	60
	Tier 2 & 3	Grade 5	60
Sonday	Tier 3	Kindergarten	40
	Tier 3	Grade 1	40
	Tier 3	Grade 2	40
	Tier 3	Grade 3	40
	Tier 3	Grade 4	40
	Tier 3	Grade 5	40
Other Resources - Heggerty Phonemic Awareness	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20

Continuous Improvement for Literacy Intervention Resources

Great Oaks Academy Charter School (4268-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

Addition of HD Word and Blast intervention resources from Really Great Reading.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Great Oaks Academy Charter School (4268-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$51,244

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

\$0

READ Act Literacy Aid

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

Great Oaks Academy Charter School (4268-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$51,244

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

\$0

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Professional development on evidence-based literacy screening and progress monitoring tools	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.

Great Oaks Academy Charter School (4268-07) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

07/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Great Oaks Academy Charter School (4268-07) is using the following approved Phase 2 professional development program(s):

- Neuhaus Structured Literacy Modules

Date of expected completion of Phase 2 Professional Development:

07/01/2027

Synchronous professional development sessions were facilitated by:

Both

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

Teachers who do not meet the proficiency level of 80% can participate in small-group Professional Learning Communities (PLCs) or peer mentoring focused on the Science of Reading take part in Instructional Support: Guidance from Local Certified Facilitators (LCFs) or literacy coaches within your district to apply structured literacy practices in the classroom.

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:

*Observational Data and Coaching Logs (Lesson Walk-throughs, Checklists, Coaching & Self-Evaluation Feedback) *Formative Assessment and Diagnostic Data (Progress Monitoring and Screening, Data-Based Individualization (DBI) Cycles) *Coaching & Self-Evaluation Feedback

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:

To prepare for high levels of literacy growth and achievement, Great Oaks has maintained a robust training program and coaching support for instructional staff. Beginning in the 2023-24 school year, all classroom teachers, teachers of reading, and support staff have received training in data-driven instructional planning and data-based

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decision making. The Great Oaks staff consistently uses data to inform intervention support planning for students who are not reading at or above grade-level expectations. Kindergarten through 5th-grade instructional staff and support staff will complete Phase 1 Read Act-mandated literacy training in Lexia LETRS from a Lexia facilitator in July, 2026. On going training is provided to all staff as outlined in Minn. Stat. 120B.12 (2023). In addition to initiatives to provide training in structured literacy, Great Oaks provides Professional Development in our curriculum, Reading Mastery, with reading instruction for all teachers. Reading Mastery professional development places an emphasis on students achieving Mastery and reading at or above grade-level. Reading Mastery experts work directly with teachers and students to facilitate reading instruction and provide services for students who need additional reading support and/or interventions in literacy skills and concepts. School-wide Professional Development in Reading Mastery and in the science of reading, include but are not limited to the following: 1. 30 hours of training in fall. 2. Professional development and weekly coaching in the science of reading for classroom teachers and intervention staff. 3. Informal assessments include peer-observations, weekly literacy coaching observations and feedback. 4. The literacy coach attends monthly grade-level meetings and data-reviews during the staff meeting rotation.

The following changes in instructional practices have impacted students:

Great Oaks Academy has an established Multi-Tiered System of Supports (MTSS) framework in place that is focused on identifying and addressing student literacy needs through a collaborative, data-driven process. A dedicated Problem Solving Team meets regularly to review student performance data, monitor progress, and discuss targeted interventions for students requiring additional support. The team analyzes multiple sources of data, including assessment results, attendance, behavior, and classroom performance, to make informed decisions and ensure resources are aligned with student needs. As the MTSS system continues to develop, the school is strengthening its processes for progress monitoring, intervention implementation, and communication among staff to promote positive outcomes for all learners. Both the DIBELS and Capti ReadBasix results for 2025-26 showed evidence of high levels of growth in students' foundational reading skills as evidenced in the data from the three benchmark assessments. That data is included in this report.

Great Oaks Academy Charter School (4268-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Great Oaks Academy has implemented culturally responsive practices through their Strategic Framework, which prioritizes validating cultural identities, elevating diverse perspectives, and deploying Family Cultural Advocates to bridge connections between school and diverse communities.

Great Oaks Academy Charter School (4268-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district consultation, coaching, and/or support

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):

Staff will receive additional literacy focused professional development using Webinars and resources provided to

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reinforce the implementation of evidenced-based practices in the strategies to ensure that all students are given the opportunity to learn, practice, and master the content in all grade level benchmarks.

Continuous Improvement for Professional Development Plan

Great Oaks Academy Charter School (4268-07) will make the following changes to the professional development plan for the 2026-27 school year:

Great Oaks Academy is in the process of review and analysis in the selection of evidence-based writing curriculum. All instructional staff will receive professional development and on-going training in the implementation and best practices of a newly adopted writing program.

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)	7	2	5	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	8	2	6	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	12	4	8	0
K-12 Teachers holding English as a second language licenses	1	0	1	0
K-12 Reading Intervention Teachers	4	1	3	0
K-12 Special Education educators responsible for foundational reading instruction	2	1	1	0
Pre-K through grade five Curriculum Directors	1	0	1	0

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

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	13	1	6	6
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	2	0	0	2
Grades 6-12 Curriculum Directors	2	0	0	2
Grades 6-12 instructional support staff who provide reading support	2	0	0	2

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.

Great Oaks Academy Charter School (4268-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Great Oaks Academy Charter School (4268-07) 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.

Great Oaks Academy Charter School (4268-07) does not include a DLI Program