Minnesota READ Act Literacy Plan

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

For

Oshki Ogimaag Charter School (4195-07)

Date Submitted to the State 06/17/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Oshki Ogimaag Charter School (4195-07). 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

Oshki Ogimaag Charter School (4195-07)'s literacy goal(s) for the 2024-25 school year:

The literacy goals for Oshki Ogimaag Charter School (OOCS) for the 2024-25 school year are: To implement an updated comprehensive research-based, MDE approved literacy curriculum that meets the needs of our school, and incorporates evidence-based instructional practices. To develop a literacy-focused Professional Learning Community (PLC) which will include all instructional staff and instructional support staff. The PLC will meet at least one time monthly and focuses will include professional development for increasing instructional pedagogy, evaluation of instructional approaches, foundational awareness of literacy skills development, literacy screening, progress monitoring, and tiered systems of support. We will develop a Tiered System of Support and train all instructional staff on this system. This Tiered Systems of Support will include screening and assessment, targeted interventions, progress monitoring, family notification and involvement, pre-referral interventions, and formal evaluation. In order to encourage reading, highlight the joys of reading and role-model reading OOCS will continue and/or incorporate the following practices: School-wide Sustained Silent Reading (SSR) weekly for 15-20 minutes where all adults and students at school read quietly from the book of their choice. Reading with Elders - Each week a classroom will read to Elders at the Community Center, providing a literacy experience that is intergenerational, connected to community, and illustrates how we can connect with others through the joy of reading and sharing stories. Reading Buddies - Each week students will meet with a Reading Buddy and read aloud to one neater. We partner with the local Head Start, so students can read to younger friends, most of these young community members will be part of OOCS and we foster a relationship with them before they are enrolled at our school and instill a love for reading at a very early age.

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

1. Oshki Ogimaag adopted and implemented the Open Up Resources K-5 Language Arts curriculum, a comprehensive, research-based program aligned with MDE guidance. Instructional staff received initial training and began using the curriculum school-wide during the 2024-2025 school year. 2. A school-wide Literacy PLC was launched and met monthly throughout the school year. The PLC included instructional staff, with meeting topics focused on literacy instruction, data analytics, instructional strategies, and foundational reading skills. 3. OOCS adopted a formal Tiered System of Support that includes screening, targeted interventions, progress monitoring, and family communication. Staff were trained in these components. 4. Sustained Silent Reading (SSR). OOCS implemented school-wide SSR, where all students and staff participated in weekly 15-20 minute silent reading sessions with a book of their choice. 5. Reading with Elders-this initiative was adapted to take place at the school rather than the Community Center, maintaining the intergenerational connection and spirit of storytelling. 6. Reading Buddies was implemented in the spring, pairing students with younger reading partners, including children from the local Head Start Program.

The following describes how Oshki Ogimaag Charter School (4195-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Currently, 44% of OOCS students are reading at or above grade-level, indicating a gap between current performance and the READ Act goal of all students reading at grade-level starting in kindergarten. While we've made progress through structured literacy instruction, a literacy-focused PLC, and a tiered support system, a number of students have need for general education individualized targeted interventions. We remain committed to closing this gap through evidence-based practices and individualized supports.

Oshki Ogimaag Charter School (4195-07)'s literacy goal(s) for the 2025-26 school year:

The literacy goals for Oshki Ogimaag Charter School (OOCS) for the 2025-2026 school year are: 1. Strengthen Implementation Fidelity of Structured Literacy Curriculum. Ensure consistent, high quality use of the Open-Up Resources K-5 Language Arts curriculum across grade-levels, with ongoing observation, coaching, and support focused on evidence-based, structured literacy practices. 2. Use Data to Inform and Refine Tiered Supports. Refine our Tiered System of Support by costly analyzing screening and progress monitoring data to math students with timely, targeted interventions. Provide staff training on data interpretation and differentiated instruction. 3. Increase Individualized Reading Support Within General Education. Expand one-on-one and small-group reading support for students within the general education setting, ensuring instruction is responsive to individual learning profiles. Special attention will be given to meeting the needs of students receiving special education services and multilingual learners, with instructional approaches that are inclusive, culturally responsive, and aligned with structured literacy practices. 4. Enhance Family and Community Literacy Partnerships. Strengthen family engagement in literacy by hosting family literacy-centered events, sending home literacy resources, and deepening intergenerational experiences such as Reading with Elders and Reading Buddies. 5. Grow Professional Capacity Through Literacy-Focused PLCs. Continue monthly PLCs with an emphasis on lesson study, peer coaching, and collaborative reflection to deepen understanding of literacy development and improve instructional practices.

Oshki Ogimaag Charter School (4195-07)'s Local Literacy Plan is posted on the district website at:
https://oshkiogimaag.org/about/policies-procedures/

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 Oshki Ogimaag Charter School (4195-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	easyCBM Benchmark Assessments in Reading
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	easyCBM Benchmark Assessments in Reading
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	easyCBM Benchmark Assessments in Reading
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	eas

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Oshki Ogimaag Charter School (4195-07) 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	3	CTSTR	3	CTSTR	3	CTSTR
Grade 1	3	CTSTR	3	CTSTR	3	CTSTR
Grade 2	9	CTSTR	8	CTSTR	8	CTSTR
Grade 3	2	CTSTR	2	CTSTR	2	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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Oshki Ogimaag Charter School (4195-07) 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.

Oshki Ogimaag Charter School (4195-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

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	3	CTSTR
Grade 1	3	CTSTR
Grade 2	8	CTSTR
Grade 3	2	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 Oshki Ogimaag Charter School (4195-07) 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			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
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 Oshki Ogimaag Charter School (4195-07) 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:

OOCS determines which students in grades K-5 are not reading at grade-level using a combination of benchmark assessments, classroom data, and teacher observation. We use FastBridge screening data alongside easyCBM benchmark assessments in reading to identify students performing below grade-level expectations. Students identified in the "Some Risk" or "High Risk" categories, or who score below benchmarks on easyCBM, are flagged for additional support. Teachers collect weekly progress monitoring data as part of our core curriculum, allowing for ongoing, responsive adjustments to instruction and intervention. This multi-tiered approach ensures we are identifying and supporting students in a timely, data-informed manner.

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

The following table displays the number of students in Oshki Ogimaag Charter School (4195-07) 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	1	CTSTR	CTSTR	CTSTR
5th	1	CTSTR	CTSTR	CTSTR
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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

7. Parent Notification and Involvement

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

Does Oshki Ogimaag Charter School (4195-07) 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	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	No	
Grade 7	No	
Grade 8	No	
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:

· Digital_messaging (email, text, or communication app)

· Parent teacher conferences

· Mailed Letter

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

Local Literacy Plan for Oshki Ogimaag Charter School (4195-07)

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

- · Parent teacher conferences
- · School events

Continuous Improvement for Parent Notification

Oshki Ogimaag Charter School (4195-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

The team at OOCS has been discussing holding a family literacy event in the 2025-2026 school year to promote reading engagement and strengthen home-school connections. This event would include interactive literacy activities, shared reading opportunities, and culturally relevant resources for families.

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.

Oshki Ogimaag Charter School (4195-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

At OOCS, we ensure that evidence-based instruction and intervention are matched to student needs through a multi-tiered system of support, grounded in data and collaboration. We use the Open-Up Resources K-5 Language Arts curriculum to provide high-quality, evidence-based instruction. Student progress is systematically monitored using FastBridge and easyCBM assessments, administered in fall, winter and spring. In addition, teachers implement formative assessments embedded in the curriculum to track skill development and guide instructional adjustments in real time.   Each month, the instructional team holds Child Find meetings, where staff collaboratively review academic and behavioral data to identify students in needs of targeted support and to determine next steps for intervention. Our intervention process includes 1:1 general education supports delivered by a licensed teacher and the use of research-based tools such as Read Naturally. These interventions are aligned with student data and adjusted based on process monitoring. This tiered and responsive approach allows s to provide individualized, culturally responsive support that meets each student where they are at.

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

At OOCS, fidelity to Tier 1 instruction is monitored through weekly formative assessments embedded within the curriculum, alongside regular classroom observations and collaborative planning. Teachers use this ongoing data to ensure that core instruction aligns with grade-level standards and student needs.   To differentiate within Tier 1, teachers provide target in-class support for students identified as needing additional help. This includes 1:1 instruction, flexible grouping, use of varied instructional formats (visual, auditory, kinesthetic), and access to low-distraction learning spaces. Instruction is responsive and adapted in real time to reflect each learner's progress, strengths and area for growth.

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

At OOCS, entrance to Tier 2 and Tier 3 reading intervention is determined through multiple data sources, with a focus on early identification, progress monitoring and individualized support.   Students qualify for Tier 2 supplemental support, wen they demonstrate "high risk" or "some risk" performance levels on universal screening tools, such as FastBridge and easyCBM (administrated fall, winter, and spring), and/or exhibit ongoing difficulties with grade-level reading skills as evidenced by classroom performance and teacher observation. Tier 2 supports are delivered in a 1:1 or small group setting by a licensed teacher and include increased instructional time, targeted skill practice, and progress monitoring every t2 weeks to assess responsiveness.   Tier 3 intensive interventions are considered when a student receiving Tier 2 support does not make adequate progress over

time. These students receive increased duration and frequency of intervention, in a 1:1 setting. Progress is monitored closely, and instruction is highly individualized to address persistent skill gaps. If a student continues to show insufficient growth despite these intensive supports, a referral for a comprehensive special education evaluation may be initiated in alignment with state and federal guidelines.   This tiered approach ensures that instructional support is responsive, data-informed, and provided with fidelity to meet the diverse needs of all learners.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once 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:

At OOCS, progress monitoring for Tier 2 and Tier 3 reading interactions is conducted systematically to guide instructional approaches and ensure student growth.   For students receiving Tier 2 support, progress is monitored every 2 weeks using easyCBM progress monitoring tools aligned to targeted reading skills. Teachers also collect formative data from intervention sessions, classroom observations, and curriculum-based measures to assess student responsiveness. If data indicates minimal or inconsistent progress, intervention plans are modified-this may include changing instructional strategies, increasing frequency or duration, or moving the student to a more intensive level of support.   For students receiving Tier 3 support, progress is monitored weekly, with increased attention to fidelity of implementation and responsiveness to highly individualized instruction. If students do not demonstrate sufficient growth overt time , despite these intensified supports, a team review is held to determine next steps, which may include referral for a comprehensive special education evaluation.   This response systems allows staff to make timely, data-driven decisions to ensure each student received the appropriate level of support to read at grade-level.

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

At COCS, students exit supplemental (Tier 2) and intensive (Tier 3) reading intervention based on multiple data points demonstrating sustained progress and readiness to succeed within Tier 1 core instruction.   For Tier 2, students are considered for exit when they consistently perform within the "low risk" range on easyCBM progress monitoring tools over multiple data collection points (typically 6-8 weeks). In addition to assessment data, teachers review classroom performance, formative assessments, and observations to ensure the student is independently applying reading skills across contexts.   For Tier 3, students may exit to Tier 2 or Tier 1 when they show significant, sustained progress towards grade-level benchmarks, with progress monitoring data indicating responsiveness to intervention. Exit decisions are made through a team-based review process (often in Child Find meetings) to ensure instructional gains are stable and supports are no longer needed at the same intensity.   This decisions-making process ensures that transitions out of intervention are thoughtful, data-informed, and focused on long-term student success.

Does Oshki Ogimaag Charter School (4195-07) use personal learning plans for literacy:

No

Local Literacy Plan for Oshki Ogimaag Charter School (4195-07)

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

Continuous Improvement for Data-Based Decision Making for Action

Oshki Ogimaag Charter School (4195-07) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

While OOCS has established a strong foundation for data-based decision making, we are continuously refining our practices to better serve all learners. In the 2025-2026 school year, we anticipate making minor adjustments to our progress monitoring procedures and decision-making processes, especially as we continue strengthening the fidelity and responsiveness of Tier 2 and Tier 3 intervention. We are also exploring the potential value of Personal Learning Plans for literacy or similar tools to increase student ownership and family engagement for literacy growth.

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.

Oshki Ogimaag Charter School (4195-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Oshki Ogimaag Charter School (4195-07) has participated in MDE MnMTSS professional learning:

No data entered

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

Oshki Ogimaag Charter School (4195-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

OOCS is committed to continuously strengthening our Multi-Tiered System of Support (MTSS). In the 2025-2026 school year, we plan to enhance the fidelity and clarity of our MTSS framework by refining our process monitoring timelines, clarifying entrance and exit criteria for Tier 2 and Tier 3 interventions, and increasing collaborative team processes through our instructional team meetings. Additionally, we are exploring ways to integrate mew student-centered practices-such as reflective goal-setting or simplified learning plans-to deepen engagement and responsiveness.

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 Oshki Ogimaag Charter School (4195-07), 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	120
Grade 1	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 2	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 3	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 4	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 5	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120

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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 Oshki Ogimaag Charter School (4195-07) 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	Sonday System (beginning implementation), Targeted 1:1 instruction with licensed teacher (based on phonemic awareness and deciding needs), Supplemental activities from EL Education K-2 Skills Block (used as interventions).	Sonday System (beginning implementation), Targeted 1:1 instruction with licensed teacher (based on phonemic awareness and deciding needs), Supplemental activities from EL Education K-2 Skills Block (used as interventions).
Grade 1	Sonday System, Targeted 1:1 or small group decoding support with licensed teacher, Read Naturally (for early fluency support if developmentally appropriate)	Sonday System, Targeted 1:1 or small group decoding support with licensed teacher, Read Naturally (for early fluency support if developmentally appropriate)
Grade 2	Read Naturally (primary intervention), Sunday System (as needed for foundational goals), 1:1 support tailored to phonics, fluency, or comprehension	Read Naturally (primary intervention), Sunday System (as needed for foundational goals), 1:1 support tailored to phonics, fluency, or comprehension
Grade 3	Read Naturally (primary intervention), Small group or 1:1 instruction with licensed teacher targeting skill gaps, curriculum-based progress monitoring with EL Education resources to reinforce Tier 1 content when needed	Read Naturally (primary intervention), Small group or 1:1 instruction with licensed teacher targeting skill gaps, curriculum-based progress monitoring with EL Education resources to reinforce Tier 1 content when needed
Grade 4	Read Naturally (primary intervention), Small group or 1:1 instruction with licensed teacher targeting skill gaps, curriculum-based progress monitoring with EL Education resources to reinforce Tier 1 content when	Read Naturally (primary intervention), Small group or 1:1 instruction with licensed teacher targeting skill gaps, curriculum-based progress monitoring with EL Education resources to reinforce Tier 1 content when

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 4	needed	needed
Grade 5	Read Naturally (primary intervention), Small group or 1:1 instruction with licensed teacher targeting skill gaps, curriculum-based progress monitoring with EL Education resources to reinforce Tier 1 content when needed	Read Naturally (primary intervention), Small group or 1:1 instruction with licensed teacher targeting skill gaps, curriculum-based progress monitoring with EL Education resources to reinforce Tier 1 content when needed
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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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.

Oshki Ogimaag Charter School (4195-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 08/29/2025

Synchronous professional development sessions were facilitated by:

- No data entered

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:

At OOCS, we are committed to supporting teacher growth and ensuring staff have a strong foundation in the science of reading. For teachers who do not teach the 80% proficiency threshold to LETRS training, we provide individualized support, including time fo reviewing module content, access to coaching or peer collaboration, and additional opportunities for discussion and reflection during PLCs or professional development days. We approach LETRS implementation as a learning journey, and use it was a foundation for ongoing professional growth-not a one-time benchmark. Our goal is to ensure that all teachers feel confident in applying research-based reading practices to support student literacy success .

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:

OOCS monitors instructional fidelity to ensure that teachers are effectively implementing explicit, systematic and evidence-based instruction in the five key components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.   Fidelity data is collected through multiple methods: Weekly formative assessments embedded in the EL Education curriculum to ensure students are progressing across reading domains.   Classroom observation conducted by school leadership to monitor instructional practices and alignment with the science of reading.   Progress monitoring tools (easyCBM) to assess whether instructional strategies are yielding expected growth, particularly in fluency and comprehension.   Ongoing LETRS training and reflection, which supports teacher understanding and application of structured literacy approaches in daily practice.   Collaborative team meetings, where teachers review assessment data, reflect on instructional strategies, and adjust practices as needed.   As we strengthen our MTSS and depend our understanding of structured literacy, we are conturing to refine fidelity monitoring tools and practices to better support staff and ensure all students receive high-quality literacy instruction.

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:

OOCS utilizes fidelity data to provide intentional, responsive coaching and feedback to ensure that all elementary literacy teachers are effectively implementing explicit, systematic, and evidence-based instruction in the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.   Fidelity data is gathered through instructional walkthroughs, curriculum-based implementation checks, and assessment analysis aligned to the Science of Reading. This data is then used to guide collaborative coaching conversations, co-planning sessions, and targeted modeling of instructional practices.   Teachers receive individualized coaching support on areas of growth identified through fidelity observations. For example, if data indicates inconsistent phonics instruction, the instructional coach of administrator will provide side-by-side modeling, lesson planning support, and follow-up observations with actionable feedback. Professional Learning Communities (PLCs) are also used to reflect on data, analyze student outcomes, and deepen instructional alignment across classrooms.   This cycle of data-informed coaching ensures that every teacher is supported in delivering structured literacy instruction with fidelity, while also honoring their unique strengths and professional growth areas. The goal is not only to raise student achievement but also to foster teacher confidence and collective efficacy in delivering high-quality, culturally responsive literacy instruction.

The following changes in instructional practices have impacted students :

While end-of-year benchmark assessment scores showed a decline, this data must be understood in the context of significant staffing disruptions, inconsistent implementation of instructional practices, and varying levels of classroom management across the year. Classrooms experienced mid-year teacher turnover and shifts in support staff, leading to a lack of continuity in reading instruction. In response, school leadership has made targeted staffing changes. Instructional and support staff who demonstrated inconsistent fidelity to curriculum expectations or were unable to establish safe, productive learning environments were not asked to return for the 2025â€"26 school year. These decisions reflect our commitment to ensuring that every student receives high-quality, evidence-based literacy instruction. â€¨ Despite these challenges, we observed encouraging signs of instructional impact. One student in our 3rdâ€"5th grade classroom progressed from reading at a 3.0 grade level with 95 WCPM to 4.0 at 100 WCPM. Four second-grade students reached the milestone of reading short books independently for the first time this year! 2nd grade students showed growth in phonemic blending and oral reading fluency, especially during periods of stable instruction. These outcomes demonstrate that when instruction is delivered consistently and with fidelity, students respond with measurable growth. We are using this data to inform coaching, professional development, and continued efforts to build a stable, skilled instructional team.

Oshki Ogimaag Charter School (4195-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Classrooms use talking circles during morning and closing meetings within the Responsive Classroom framework, providing students with structured opportunities to share their voices and build community. These circles help foster a sense of belonging, trust, and mutual respectâ€"key components of culturally responsive

practice. Our core ELA curriculum, Open-Up Resources, was selected in part because of its alignment with our values. It is widely recognized as one of the most inclusive and diverse literacy curricula available and is grounded in a social justice lens. Its texts, guiding questions, and writing prompts invite students to explore identity, culture, and power while building critical reading and writing skills. To support implementation, professional development has focused on creating classroom environments where all students see themselves reflected in the content. Teachers are supported through collaborative planning, classroom coaching, and regular time to align literacy instruction with culturally responsive goals. â€¨ In 2025â€"26, we will deepen this work by continuing to provide resources, peer support, and planning time to ensure that literacy instruction honors both academic standards and the cultural identities.

Oshki Ogimaag Charter School (4195-07) engaged with the Regional Literacy Network through the following:

· Attended District Literacy Lead Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Oshki Ogimaag is in the process of designing professional development opportunities for the 2025â€"26 school year with a focus on strengthening teacher capacity across the three strands of Minnesota's ELA Standards: reading, writing, and exchanging ideas. These plans are directly informed by fidelity data, classroom observations, and student outcomes from 2024â€"25. Planned areas of focus include: Reading: Continued implementation support for evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with coaching and modeling aligned to the Science of Reading. Writing: Support for structured writing instruction, including daily writing routines, genre-based modeling, and integration of writing with reading instruction, particularly through Open Up Resources. Exchanging Ideas: Professional development on academic discussion protocols, use of talking circles for academic reflection, and strategies to support oral language development across all grades. Teachers will also receive training in aligning formative assessment practices with the new ELA standards and in using data to inform instruction within mixed-age and multi-level classrooms. The school is committed to providing embedded coaching, collaborative planning time, and opportunities for peer learning throughout the year to ensure that professional development is ongoing, practical, and responsive to both educator and student needs.

Continuous Improvement for Professional Development Plan

Oshki Ogimaag Charter School (4195-07) will make the following changes to the professional development plan for the 2025-26 school year:

Based on observations, fidelity data, and staff feedback from the 2024â€"25 school year, OOCS is shifting its professional development plan for 2025â€"26 to ensure greater consistency, depth, and support in literacy instruction across all classrooms. Key changes include: Increased job-embedded coaching: Teachers will receive more regular, side-by-side support focused on implementing structured literacy practices with fidelity. Coaching will include modeling, co-planning, and observation feedback cycles. Fidelity-aligned professional development: Training will be more closely aligned to curriculum expectations and the Science of Reading. PD will prioritize foundational literacy routines and strategies for phonemic awareness, phonics, vocabulary, and comprehension.

Local Literacy Plan for Oshki Ogimaag Charter School (4195-07)

Deeper focus on writing instruction: Recognizing that writing was an area of inconsistency this year, the PD plan will include focused support for building writing routines, scaffolding writing across genres, and using Open-Up Resources to connect reading and writing instruction. Cohesive support for new and returning staff: With new staff joining the team, the PD plan will include onboarding aligned to our school's instructional model, cultural values, and expectations for classroom management and academic rigor. These changes are intended to create a more unified instructional approach across grade levels, improve student outcomes, and build a supportive, collaborative professional culture.

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	1	1	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	1	1	0	0
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	1	0	0	1
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	1	0	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

Grades 4-12 Classroom Educators responsible for reading instruction	1	1	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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Oshki Ogimaag Charter School (4195-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$1,017.60

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

$1,017.60

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

· Professional development on using evidence-based literacy screening and progress monitoring tools

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

READ Act Literacy Aid

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

Oshki Ogimaag Charter School (4195-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

$2,000.00

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

· Professional development on using evidence-based literacy screening and progress monitoring tools

· Curriculum reviewed by MDE that was rated as highly aligned

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:

N/A