

Minnesota READ Act Literacy Plan

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

For

New Century Academy (4093-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by New Century Academy (4093-07). 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

New Century Academy (4093-07)'s literacy goal(s) for the 2025-26 school year:

Our goal is to ensure that all students at New Century Academy, including free and reduced lunch and special education students, achieve grade-level reading proficiency by graduation. We will implement consistent assessments, evidence-based programs, and continue our work with the Regional Centers for Excellence. We will provide equitable access to NWEA assessments and results, iLit, and continuous development for staff regarding reflective practice and developing curriculum that supports these goals.

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

We utilized the data from the NWEA Map Growth assessments to ensure that student goals were created and worked toward. We also utilized iLit and five staff members worked on implementing the CAREIALL training from the previous year. Additionally, we started breaking our classes into levels that were fluid based on students' levels to better support mastery.

The following describes how New Century Academy (4093-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Not all students are reading at grade level yet. However, several of our students have made great strides and students of all ages have been developing excitement for reading and seeing the benefits of being able to utilize these skills.

New Century Academy (4093-07)'s literacy goal(s) for the 2026-27 school year:

During the 2026-2027 school year, students who are performing below grade-level expectations will demonstrate measurable growth in reading proficiency. By May 2027, at least 75% of students in each focus group will display growth, meet, or exceed their individual growth targets on district literacy assessments, and the percentage of students achieving grade-level reading proficiency will increase by at least 10 percentage points compared to baseline data collected in fall 2026.

The Local Literacy Lead, Jessamine Julian, for New Century Academy (4093-07) has an FTE of 1.00

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

The Literacy Lead will work alongside the leadership team within the school building and will provide reports to the school board as requested, regarding the progress that has been made.

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

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

Yes

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

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

New Century Academy (4093-07) Local Literacy Plan is posted on the district website at

<https://www.newcenturyacademy.com/compliance-documents/>

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.

New Century Academy (4093-07) - Does not serve students in grades K-3 at this organization.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by New Century Academy (4093-07) 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 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2
NWEA MAP	Grade 8	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

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

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New Century Academy (4093-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Other - 6-11 did the required and 12th did required and recommended.

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for New Century Academy (4093-07) 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	0	CTSTR	0	CTSTR	0	CTSTR
1st	0	CTSTR	0	CTSTR	0	CTSTR
2nd	0	CTSTR	0	CTSTR	0	CTSTR
3rd	0	CTSTR	0	CTSTR	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. Dyslexia Screening Summary Student Counts K-3

The following section describes how New Century Academy (4093-07) 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 Century Academy (4093-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - We do not enroll K-3

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	0	CTSTR
2nd	0	CTSTR
3rd	0	CTSTR

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

New Century Academy (4093-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade levels not served

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in New Century Academy (4093-07) 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	0	0	0	CTSTR	CTSTR	0
5th	0	0	0	CTSTR	CTSTR	0
6th	5	5	3	CTSTR	CTSTR	2
7th	9	7	5	CTSTR	CTSTR	0
8th	14	10	6	CTSTR	CTSTR	1
9th	21	21	10	0	3	0
10th	22	3	6	CTSTR	CTSTR	1
11th	23	17	11	0	1	0
12th	24	0	24	0	2	2

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.

New Century Academy (4093-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

ELA instructors design curriculum around areas of needs for students after receiving the results of the NWEA and CAPTI.

When we see a discrepancy in a student's performance we design interventions to try and bridge the gaps and accommodate in-class work to better serve the student and help them work closer to closing the gap to grade level.

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

Teachers meet and work with students at an individual level during class instruction and design materials based on state standards. Teachers are doing formative assessments throughout coursework and reviewing as needed.

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

Students can be referred to MTSS and child-find to initiate tier 2 interventions. Additionally, title I services are offered for students who meet the criteria for supplemental supports.

Progress monitoring data collection for students in Tier 2 occurs:

More than once a week

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

Students who are in need are referred to MTSS for additional supports and interventions to help supplement and support them wherever they are struggling within the classroom. Through this, we gather data every class period during the interventions for a six week period to show effectiveness. If the interventions prove ineffective, they will rise to tier 3 supports and possibly could be evaluated for special education services.

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

If students are on grade level with peers they can be exited from the tier 3 interventions. For the supplemental if we see consistent improvement in the targeted skill they may be exited.

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 New Century Academy (4093-07) 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
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	1 time per year	Mailed letter

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:

- Parent teacher conferences

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](#).

New Century Academy (4093-07) does not serve grades K-5.

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 New Century Academy (4093-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Other Resources - iLit, IXL, Title 1	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20
	Tier 2 & 3	Grade 9	20
	Tier 2 & 3	Grade 10	20
	Tier 2 & 3	Grade 11	20
	Tier 2 & 3	Grade 12	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

New Century Academy (4093-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$3,914

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

\$3,914

READ Act Literacy Aid

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

New Century Academy (4093-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$0

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
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
MDE approved READ Act professional development	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Literacy Aid Funds

12: Professional Development Plan

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

New Century Academy (4093-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

05/28/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

As of now, no one has completed the course below 80%

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:

We are using the data that is objective from the NWEAs that all 6-11th graders take, we are able to design instruction that is appropriate for students at various reading and grade levels.

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:

We have begun to implement several of the strategies discussed in the Careiall training. This has included discussion strategies and morphological awareness. At this point, the discussion strategies have shown a positive impact on student learning.

The following changes in instructional practices have impacted students:

The implementation of these trainings has really encouraged ELA staff to utilize resources that are built for the appropriate student grade level. We have begun breaking students out of traditional grade tracks and placed them within tracks where they will master the skills they need to gain. Teachers have also designed supplemental projects and coursework to work with students on developing their skills.

New Century Academy (4093-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Our director has sought out professional development in this area for teachers to complete. Individual teachers have the opportunity to attend any culturally responsive training at the district's expense.

New Century Academy (4093-07) engaged with the Regional Literacy Network through the following:

- Attended Local Certified Facilitator Community of Practice

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

The school director and literacy lead will meet over the summer to discuss upcoming PD for all teachers and look at any appropriate implementations for 2026-2027

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

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	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	2	2	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	2	2	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

0

14. Multi-tiered System of Supports (MTSS)

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

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

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

[Minn. Stat. 120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

New Century Academy (4093-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

New Century Academy (4093-07) 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.

New Century Academy (4093-07) does not include a DLI Program