Minnesota READ Act Literacy Plan

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

For

Bluesky Charter School (4082-07)

Date Submitted to the State 05/29/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Bluesky Charter School (4082-07). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2025). 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 (2025).

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1. Read Act Goals

District or Charter School Literacy Goals

Bluesky Charter School (4082-07)'s literacy goal(s) for the 2025-26 school year:
50% or more of students in grades 6-11 will have a Renaissance Star Reading SGP of 50 or higher from fall to spring each year.

The following was implemented or changed to make progress towards the goal(s):
This is a fully implemented goal and one that shows we are making improvements within our cohort of students each year. We are making improvements in test participation and test motivation by changing how we communicate about the test and our culture around testing. Our testing participation in the fall improved from 94% in FY24 to 96% in FY25 and 97% in FY26.

The following describes how Bluesky Charter School (4082-07)'s current student performance differs from the literacy goal detailed in the READ Act:
As of May 21, 2026, 167 out of 283 students have met the goal (59%). Testing is still in process.

Bluesky Charter School (4082-07)'s literacy goal(s) for the 2026-27 school year:
50% or more of students in grades 6-11 will have a Renaissance Star Reading SGP of 50 or higher from fall to spring each year.

The Local Literacy Lead, Matthew Schempp, for Bluesky Charter School (4082-07) has an FTE of .10

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
Meet routinely with Principal and SPED Director to update on progress and outline plan. Work with SPED and ELA teams on coordinating training for Phase I and II and on Capti implementation. Participate as part of MnMTSS in both T1 and T2 meetings.

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

Bluesky Charter School (4082-07) Local Literacy Plan is posted on the district website at https://www.blueskyschool.org/about/plans/

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.

Bluesky Charter School (4082-07) - 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 Bluesky Charter School (4082-07) 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 7	1 time per year	N/A CaptiReadBasix used as Step 2
Star	Grade 8	3 time per year	District set benchmarks - Capti will be given to any student who demonstrates below 6th grade reading level (1069 SS).
	Grade 9	3 time per year	District set benchmarks - Capti will be given to any student who demonstrates below 6th grade reading level (1069 SS).
	Grade 10	3 time per year	District set benchmarks - Capti will be given to any student who demonstrates below 6th grade reading level (1069 SS).
	Grade 6	3 time per year	District set benchmarks - Capti will be given to any student who demonstrates below 6th grade reading level (1069 SS).

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Star	Grade 11	3 time per year	District set benchmarks - Capti will be given to any student who demonstrates below 6th grade reading level (1069 SS).
	Grade 7	3 time per year	District set benchmarks - Capti will be given to any student who demonstrates below 6th grade reading level (1069 SS).

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

Bluesky Charter School (4082-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

Yes

Students who read below benchmarks on the Capti will be enrolled in an elective course with parent agreement. As part of the course, they retake the Capti every 6 weeks at teacher's direction to meet goals set in the course. Students will exit when they have achieved grade level benchmarks in all 6 subtests.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Bluesky Charter School (4082-07) 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 Bluesky Charter School (4082-07) 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.

Bluesky Charter School (4082-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - Grade levels not served

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

Bluesky Charter School (4082-07) 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 Bluesky Charter School (4082-07) 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	27	26	9	CTSTR	CTSTR	1
7th	41	40	11	12	8	1
8th	59	58	14	14	11	1
9th	77	75	14	12	11	2
10th	110	108	13	15	10	2
11th	146	128	18	17	15	4
12th	156	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.

Bluesky Charter School (4082-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Students are screened using Star Reader as a part of their orientation and English Language Arts courses. Parents of students who fail to meet benchmarks for reading at grade level are notified and intervention is offered and discussed. School and parent team make a plan to provide intervention. Students are routinely reviewed at different MTSS committees depending on student needs.

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

Teachers track student goals in Tier 1 and differentiate instruction for students based on existing plans and student demonstrated needs.

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

Students are entered into Tier 2 intervention when they score under grade level reading on the Star based on District defined cut scores. Students are entered into Tier 3 intervention through the MTSS progress monitoring and child find process.

Progress monitoring data collection for students in Tier 2 occurs:

Other

Progress monitoring data collection for students in Tier 3 occurs:

Other

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:

We use iAscend to track fidelity and progress monitoring data on students in order to determine intensifications and modifications.

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

Students exit Tier 2 when they demonstrate reading at grade level on the Capti or Star. Students are exited from Tier 3 based on meeting goals and conversations with student team.

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 Bluesky Charter School (4082-07) 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	3 times per year	Digital messaging
Grade 7	3 times per year	Digital messaging
Grade 8	3 times per year	Digital messaging
Grade 9	3 times per year	Digital messaging
Grade 10	3 times per year	Digital messaging
Grade 11	3 times per year	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.

Bluesky Charter School (4082-07) 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 Bluesky Charter School (4082-07) 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
Lexia PowerUp	Tier 2 & 3	Grade 6	59
	Tier 2 & 3	Grade 7	59
	Tier 2 & 3	Grade 8	59
	Tier 2 & 3	Grade 9	59
	Tier 2 & 3	Grade 10	59
	Tier 2 & 3	Grade 11	59
	Tier 2 & 3	Grade 12	59

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Bluesky Charter School (4082-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$0

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.

Bluesky Charter School (4082-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

$46,588

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

$43,988

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

Funds will be paid out this fiscal year to payroll for Phase I training.

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)	Read Act Literacy Aid
Stipends for teachers completing literacy professional development	Read Act Literacy Aid
Evidence-based literacy intervention resources (curriculum, materials, training)	Read Act Literacy Aid

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.

Bluesky Charter School (4082-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/06/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

All required teachers were able to successfuly complete training for Phase I. If we hire or contract with a teacher that requires training but does not currently have a certificate, we will work individually with that teacher to complete training.

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:

This is a work in progress as the majority of our K-12 teachers will be trained next year. Teachers are observed three times per year through our TDe and Q Comp program. Our curriculum is developed locally in cooperation with a trained curriculum designer and is aligned fully to 2020 ELA standards.

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:

This is a work in progress, as the majority of our K-12 teachers will be trained next year. Our Social Studies department is currently redisigning their courses and adding at least two evidence-based literacy strategies to their curriculum.

The following changes in instructional practices have impacted students:

Our 6th grade ELA teacher did make instructional changes this year using Lexia PowerUp and other curricular resources. As a result, the rate of students who achieved 50 SGP or above rose from 18% in FY25 to 67% in FY26.

Bluesky Charter School (4082-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Through our Q Comp and TDE program, we have implemented culturally responsive methodologies into our evaluation and PLC process. Teachers have focused on ways to be culturally responsive and build classroom cultures with students. Our DEI committee is providing ongoing training to support teachers in implementing these practices. Culturally responsive practices have been embedded as part of our yearly professional development plan.

Bluesky Charter School (4082-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator 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):
We have recently gone through the realignment process for the 2020 ELA standards. Our 11th and 12th grade courses aligned to the new standards debuted this year.

13. Professional Development Educator Count

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

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	1	1	0	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	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	5	5	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	6	0	0	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	0	0	0	0
Grades 6-12 Curriculum Directors	2	0	0	2
Grades 6-12 instructional support staff who provide reading support	4	0	0	4

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.

Bluesky Charter School (4082-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Bluesky Charter School (4082-07) has participated in MDE MnMTSS professional learning:

Yes

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

Bluesky Charter School (4082-07) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We are continuing to work and refine our Tier one support and intervention model. This year we brought pacing intervention into practice and began discussing academic integrity interventions.

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.

Bluesky Charter School (4082-07) does not include a DLI Program