

Minnesota READ Act Literacy Plan

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

For

Northwest Passage High School (4049-07)

Date Submitted to the State 07/14/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Northwest Passage High School (4049-07). 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 \(2025\).](#)

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

Northwest Passage High School (4049-07)'s literacy goal(s) for the 2025-26 school year:

1. 70% of students enrolled for the full 2025-26 school year will demonstrate growth in reading on the NWEA MAP Assessment.
2. All students will participate in a daily literacy hour that includes reading, writing and communication skills.
3. Fully utilize our MTSS system of tiered supports based on the all staff training by BrightWorks in January of 2024. Monitor progress and collect data on students identified for tier 2 and 3 interventions with fidelity.
4. Improve regular communication with students and families about their reading level and progress over time, sharing resources and strategies for improving reading comprehension.

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

Training: Working with out Brightworks liaison we had all of our Special Education case managers complete the Capti Readbasix training and moved to the FastBridge assessment for all students. Northwest Passage High School emphasized the importance of teaching academic vocabulary as a way to bring awareness to content reading and support Tier 1 instruction. NWPHS continues to provide one hour of daily literacy for all students that includes reading supports, writing workshops, small group interventions and special education push-in and pull-out services where appropriate. Parents of students who scored below proficiency on the FastBridge reading assessment were notified that their student would be given additional supports and suggestions to help their students outside of school.

The following describes how Northwest Passage High School (4049-07)'s current student performance differs from the literacy goal detailed in the READ Act:

NWPHS moved from NWEA MAP Reading assessments this year and started using FastBridge reading assessments. With the transition from one assessment system to another we do not have compatible year to year growth comparisons, based on the first year of using FastBridge we saw a nearly 20% increase in students moving from High Risk to Some Risk from fall to spring. Despite this a students are still coming to Northwest Passage on average 2 years behind in reading proficiency.

Northwest Passage High School (4049-07)'s literacy goal(s) for the 2026-27 school year:

Interventions: Provide consistent support for students identified for Tier 2 and 3 supports in reading intervention. Continue to use MNMTSS meeting and review and use of Capti ReadBasix as a monthly progress monitoring tool. Continue to strive to reach our authorizer approved goal of 70% of continually enrolled students with 80% or better attendance will demonstrate growth in reading from fall to spring. Continued training for ELA content specialists.

Local Literacy Plan for Northwest Passage High School (4049-07)

The Local Literacy Lead, Val Clear, for Northwest Passage High School (4049-07) has an FTE of .10

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

The district literacy lead is responsible for providing training, oversight, and communication of details surrounding literacy and to report to the Executive Director and the school board.

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

Northwest Passage High School (4049-07) Local Literacy Plan is posted on the district website at

<https://nwphs.org/aboutus/policy&procedure>

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.

Northwest Passage High School (4049-07) - 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.

No

Northwest Passage High School transitioned from NWEA to Fastbridge during the 2025-26 school year.

Continuous Improvement for Screening Tools Used in Grades 4-12

Northwest Passage High School (4049-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

For the 2026-27 school year NWPHS will use the district determined tool (FastBridge) to identify students not reading at grade level and then the Capti ReadBasix will be administered to identified students. Students in grades 9-12 will have the FastBridge Screener administered 2 times per year. All required sub-tests will be administered.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Northwest Passage High School (4049-07) 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 Northwest Passage High School (4049-07) 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.

Northwest Passage High School (4049-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

MDE Composites

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

Northwest Passage High School (4049-07) 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 Northwest Passage High School (4049-07) 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	0	0	0	CTSTR	CTSTR	0
7th	0	0	0	CTSTR	CTSTR	0
8th	0	0	0	CTSTR	CTSTR	0
9th	22	0	0	CTSTR	CTSTR	0
10th	35	0	0	CTSTR	CTSTR	0
11th	41	0	0	CTSTR	CTSTR	0
12th	37	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.

Northwest Passage High School (4049-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

NWPHS conducts data analytics at the end of each six-week term to identify students' needs, support core instruction, and develop individual intervention plans. This data includes individual and group credit attainment data from FastBridge, and CAPTI test scores, as well as overall school and seminar attendance rates. NWPHS teachers have access to data dashboards where they can explore relevant data listed above for their advisory and seminar students. Additionally, this data is reviewed every six weeks during professional development in order to ensure that no student groups are under represented. By regularly reviewing the data on reading and math, NWPHS teachers are better able to adjust instruction and interventions.

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

NWPHS's MNMTSS team meets monthly to review student level data as described above. With regular review of data tools the MNMTSS team can identify which students are in the greatest need of targeted support and begin those interventions with intentional progress monitoring in mind. As interventions are conducted data is recorded on a Google Form and entered into the MNMTSS data system, allowing instructors to provide ongoing, easily visual metrics of growth. Depending on the student's needs NWPHS would include the following interventions such as 1:1 support from teachers during individualized learning time, and/or in teacher led direct instruction seminars. With a population of students coming to NWPHS with a wide variety of backgrounds, including being 2-3 years behind in reading and math, an average of 50% of students receiving special education services, and high ACES scores NWPHS strives to create very individualized and differentiated Tier 1 instruction.

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

Students are identified for Tier 2 interventions in reading using credit attainment data, student assessment results, and observations. Students receive additional instruction and support weekly during advisory , and MNMTSS team will review frequency of supports and determine if students are eligible for Tier 3 interventions, which could include daily 1:1 support and instruction in reading.

Progress monitoring data collection for students in Tier 2 occurs:

Once a month

Progress monitoring data collection for students in Tier 3 occurs:

Once a month

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

Local Literacy Plan for Northwest Passage High School (4049-07)

Using progress monitoring data, the MNMTSS team is meeting monthly to ensure students are getting consistent supports. Students will be assessed using Capti ReadBasix subtests in designated areas of growth monthly. Each student will be reviewed monthly to determine if they should move into a different tier based on their progress. Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: If students show grade level improvement, they are scaled back to Tier 1 or 2 interventions.

Continuous Improvement for Data-Based Decision Making for Action

Northwest Passage High School (4049-07) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Northwest Passage will be implementing Capti ReadBasix starting for the 2026-27 school year.

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 Northwest Passage High School (4049-07) 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 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	2 times per year	Parent teacher conferences

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](#).

Northwest Passage High School (4049-07) 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 Northwest Passage High School (4049-07) 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
Strategic Adolescent Reading Intervention	Tier 2 & 3	Grade 9	45
	Tier 2 & 3	Grade 10	45
	Tier 2 & 3	Grade 11	45
	Tier 2 & 3	Grade 12	45

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Northwest Passage High School (4049-07) 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.

Northwest Passage High School (4049-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$5,950

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
MDE approved READ Act professional development	Both

12: Professional Development Plan

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

Northwest Passage High School (4049-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

05/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Northwest Passage High School (4049-07) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary

Date of expected completion of Phase 2 Professional Development:

05/30/2027

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:

Teachers will be required to complete the course again and will not receive the contracted stipend until they reach proficiency.

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:

Fidelity data will be used to monitor the implementation of evidence based intervention materials aligned with literacy instruction requirements, ensuring that every teacher is equipped to provide quality literacy education to their students. The data collected allows for continuous evaluations and improvements in teachers' instructional strategies, ultimately aiming to enhance literacy outcomes for all students. NWPHS students will be assessed multiple times a year using the FastBridge assessment and CAPTI Readbasix to provide a clear picture of student progress and school wide fidelity. Coaching and feedback are informed by multiple sources of fidelity data, including classroom observations, and collaborative planning sessions. These meetings focus on helping teachers strengthen evidence-based literacy practices, including explicit vocabulary instruction, comprehensive strategies, writing instruction, differentiation, and the use of assessment data to guide instruction. Teachers participate in ongoing professional development related to the MN READ Act, the science of reading, adolescent literacy development, and effective intervention practices. The school also uses the MNMTSS framework to connect instructional decision-making with student literacy outcomes. By teaming together

Local Literacy Plan for Northwest Passage High School (4049-07)

to build staff capacity and ensure that all teachers are equipped to deliver high quality literacy instruction that supports all students

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:

Northwest Passage has an established MNMTSS leadership team that coordinates the coaching and support of all staff, including in their roles as literacy instructors. The leadership team meets regularly with individual teachers and the whole team to discuss strategies including systematic, sequential, explicit, and diagnostic evidence based instruction in literacy. The team conducts classroom visits, provides regular feedback and coaching, as well as review data on a monthly basis. For teachers who are not confident in teaching literacy or who do not have students making adequate progress additional training and coaching is made available.

The following changes in instructional practices have impacted students:

While implementation is ongoing, the school has observed positive impacts on both instructional decision-making and student outcomes. The use of the universal literacy screening tool for FastBridge has improved the school's ability to identify students who require additional supports. Screening data are now used more consistently to inform instructional planning, intervention decisions, and progress monitoring. As a result, students with identified literacy needs are receiving more timely and targeted supports through the school's MNMTSS framework. Teachers are increasingly using assessment data to guide instruction and provide differentiated literacy supports. This shift has led to greater alignment between student needs and instructional strategies. As teaching staff get more confident with using the strategies they are better able to support their students. Students are also seeing the results of the interventions in both their progress on the FastBridge screeners, but also in their reading abilities and a therefore more confident in all of the school work. Northwest Passage saw an increase during the 2025-26 school year of students being recognized as Trailblazers which is the equivalent to the Honor Roll in traditional school settings.

Northwest Passage High School (4049-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

In addition to the work we have been doing through CAREIALL and the focused work on literacy, Northwest Passage has increased our focus on culturally responsive teaching and practices. During the 2025-26 NWPHS participated in an Equity Audit to address any gaps identified by underrepresented groups. The staff participated in professional development based around Zaretta Hammond's book *Culturally Responsive Teaching and the Brain*, as well as Muhammad Khalifa's *Culturally Responsive School Leadership*.

Northwest Passage High School (4049-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Other, explain

Worked directly with BrightWorks liaison Amber Winter.

The following additional literacy focused professional development opportunities will be provided and may include

Local Literacy Plan for Northwest Passage High School (4049-07)

alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We will continue to work with BrightWorks and utilize their services.

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	0	0	1
K-12 Reading Intervention Teachers	0	0	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

Local Literacy Plan for Northwest Passage High School (4049-07)

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	1	0	0	1
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	1	0	0	1
Grades 6-12 instructional support staff who provide reading support	7	7	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).

7

The PSLT was provided by:

Regional Literacy Network

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.

Northwest Passage High School (4049-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Northwest Passage High School (4049-07) 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.

Northwest Passage High School (4049-07) does not include a DLI Program