

Minnesota READ Act Literacy Plan for 2024-25

For

TEAM Academy (4127-07)

Date Submitted to the State 06/05/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by TEAM Academy (4127-07). 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

TEAM Academy (4127-07)'s literacy goal(s) for the 2024-25 school year:

At least 50-60% of students in High Risk will have typical or aggressive growth from Fall to Spring on the Fastbridge Early Reading or aReading assessments.

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

We changed to FastBridge this year for our schoolwide benchmark assessment. We also started to use the recommended progress monitoring and interventions for our students in FastBridge.

The following describes how TEAM Academy (4127-07)'s current student performance differs from the literacy goal detailed in the READ Act:

We met this goal for the 24-25 school year with 52.38% of our high risk students making typical or aggressive growth.

TEAM Academy (4127-07)'s literacy goal(s) for the 2025-26 school year:

At least 50-60% of students in High Risk will have typical or aggressive growth from Fall to Spring on the Fastbridge Early Reading or aReading assessments.

TEAM Academy (4127-07)'s Local Literacy Plan is posted on the district website at:

<https://www.team.k12.mn.us/about-team/local-literacy-plan>

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 TEAM Academy (4127-07) 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	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for TEAM Academy (4127-07) 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	17	CTSTR	17	CTSTR	17	CTSTR
Grade 1	12	CTSTR	12	CTSTR	13	CTSTR
Grade 2	10	CTSTR	10	CTSTR	11	CTSTR
Grade 3	19	CTSTR	18	CTSTR	20	10

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 TEAM Academy (4127-07) 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.

TEAM Academy (4127-07) 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:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	18	CTSTR
Grade 1	12	CTSTR
Grade 2	11	CTSTR
Grade 3	19	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 TEAM Academy (4127-07) 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 TEAM Academy (4127-07) 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:

Students who score below benchmark on their FastBridge ORF.

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

The following table displays the number of students in TEAM Academy (4127-07) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	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

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 TEAM Academy (4127-07) 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	Yes	3 times per year, after each screening window
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:

- Parent teacher conferences
- Letter sent home with student

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

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

- Family engagement nights
- Parent teacher conferences

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.

TEAM Academy (4127-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

TEAM Academy's core reading instruction is aligned with the 2010 English Language Arts (ELA) Academic Standards. Instructional practices are scientifically based and balance all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension as outlined in Minnesota Statute, section 122A.06, subdivision 4. Core instruction is considered to be general instruction for all students in the regular classroom and is designed to represent on grade-level curriculum. Students making adequate growth and those reading at or above grade level will have their literacy needs met through instruction in the core curriculum.

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

Screening results obtained from FastBridge are the primary means used to measure student growth. An intervention is implemented to help bridge the learning gap for students who score lower than peers who are exposed to the same instruction, or whose assessment results do not indicate they are on target to make grade level goals. FastBridge results also help teachers determine which component of reading a student may most benefit from additional instruction. Students are then assigned to a reading intervention group where they work on skills specific to helping them obtain reading proficiency. Regular progress monitoring is conducted to gauge effectiveness of the intervention. When a student shows mastery of a skill they are either moved to a different reading intervention group that focuses on a separate area of need for the student or are included in reading group of students who are on target for proficiency in all areas of reading.

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

If, after four to six weeks, a student is not making adequate progress with the reading intervention or they are significantly below grade level targets according to FastBridge, a second intervention is added in addition to the core curriculum and reading intervention time. This intervention utilizes a one-on-one or small group setting. Weekly progress monitoring measures the effectiveness of the intervention. If necessary, adjustments are made to instruction in order to maximize the effectiveness of the intervention.

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

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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:

If students are not on track to meet their progress monitoring goal after 6 weeks we will change their intervention or intensity of intervention services.

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

If students are on track or exceeding their progress monitoring goal after 6 weeks they will move to a higher tier or exit.

Does TEAM Academy (4127-07) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

The following components are included in the personal learning plans, if used:

We use the FastBridge intervention plans.

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.

TEAM Academy (4127-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

TEAM Academy (4127-07) has participated in MDE MnMTSS professional learning:

Yes

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 TEAM Academy (4127-07), 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	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	120

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 TEAM Academy (4127-07) 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	Heggerty	Orton Gillingham
Grade 1	Heggerty	Orton Gillingham
Grade 2	Heggerty	Orton Gillingham
Grade 3	Heggerty	Orton Gillingham
Grade 4	Heggerty	Orton Gillingham
Grade 5	Heggerty	Orton Gillingham
Grade 6	Heggerty	Orton Gillingham
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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.

TEAM Academy (4127-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 07/31/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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:

Our mentor teachers will be working with them during PLC and in-service days.

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:

Peer coaches will use the LETRs checklist when observing lessons in classrooms. Our director will also incorporate the checklist during teacher evals.

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 will use the data to plan PLCs and in-service days.

The following changes in instructional practices have impacted students :

Our classroom teachers have common language because of LETRs. They are all going through the training at the same time and can ask each other questions about implementation, instruction, etc. Our test scores showed that we are meeting our READ Act goals.

TEAM Academy (4127-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Teaching and Learning Mentors partner with teachers using the student-centered coaching model. This is a highly-effective, evidence-based coaching model that shifts the focus from "fixing" teachers to collaborating with them to design instruction that targets student outcomes. Professional Learning Communities use a collaborative team approach to improving literacy instruction, meet weekly to reflect on student progress, review data, and align instruction to learning targets. These opportunities are job-embedded, built into the regular school schedule.

TEAM Academy (4127-07) engaged with the Regional Literacy Network through the following:

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- 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):

We are focusing on completing our LETRs training for the 24-25 and 25-26 school years during our professional development days.

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)	1	1	0	0
K-3 Classroom Educators	4	0	4	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	0	3	0
K-12 Reading Interventionists	1	1	0	0
K-12 Special Education Educators responsible for reading instruction	1	0	1	0
PreK through grade 5 Curriculum Directors	1	0	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	5	0	0	5

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

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Grades 4-12 Classroom Educators responsible for reading instruction	0	0	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.

TEAM Academy (4127-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$4,113.82

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

\$4,113.82

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

- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

READ Act Literacy Aid

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

TEAM Academy (4127-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$3,714.18

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

- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

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:

NA