

Minnesota READ Act Literacy Plan

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

For

Team Academy (4127-07)

Date Submitted to the State 06/10/2026

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 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.

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

We used the recommended progress monitoring and interventions for our students in FastBridge. Our K-6 teachers finished their Volume 2 of LETRS training and implemented what they had learned with their students.

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

We did not meet this goal for the 25-26 school year with only 44.4% of our high risk students making typical or aggressive growth. Many of our students are making growth.

Team Academy (4127-07)'s literacy goal(s) for the 2026-27 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 Local Literacy Lead, Jill Courtney, for Team Academy (4127-07) has an FTE of .10

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

She is also our charter school director and meets regularly with the leadership team.

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)
- CAREIAII Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary

Local Literacy Plan for Team Academy (4127-07)

- STRIVE Science of Reading Grades 4-12

Team Academy (4127-07) 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.

Team Academy (4127-07) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	Heggerty
	Grade 1	Vendor Composites using vendor benchmarks	Heggerty
	Grade 2	Vendor Composites using vendor benchmarks	Heggerty
	Grade 3	Vendor Composites using vendor benchmarks	Heggerty

The district or charter school conducted oral language screening in the 2025-26 school year?

Yes

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 Team Academy (4127-07) 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
FastBridge aReading	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2

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

Team Academy (4127-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

4. 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	11	5	10	2	10	1
1st	19	1	17	0	17	1
2nd	12	4	10	4	11	5
3rd	12	6	10	5	11	5

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 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) uses the following criteria to identify students demonstrating characteristics of dyslexia:
Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
1st	13	0
2nd	4	CTSTR
3rd	2	CTSTR

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

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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	20	20	8	CTSTR	CTSTR	0
5th	13	13	5	CTSTR	CTSTR	0
6th	11	11	4	CTSTR	CTSTR	0
7th	0	0	0	CTSTR	CTSTR	0
8th	0	0	0	CTSTR	CTSTR	0
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	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.

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 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

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:

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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.

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 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and 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.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	Kindergarten	89
	Comprehensive	Grade 1	89
	Comprehensive	Grade 2	89
	Comprehensive	Grade 3	89
	Comprehensive	Grade 4	89
	Comprehensive	Grade 5	89

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: TEAM Academy’s core reading instruction is aligned with the MN 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 selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Our leadership team researched 5 different reading curriculums. After selecting Wonders in 2021 we had training in July and August. Since then at least one in-service day a year and one PLC meeting a month has been devoted to continuous training, fidelity check, and standards alignment.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Team Academy (4127-07) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

We are adding Bridge2Read

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 Team Academy (4127-07) 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
Orton Gillingham	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Team Academy (4127-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$8,395

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

\$8,395

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 2024 school year:

\$4,113

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
Stipends for teachers completing literacy professional development	Both
Stipends for teachers completing literacy professional development	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.

Team Academy (4127-07) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/04/2026

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:

Extra coaching from our PLC lead teachers

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 are using data from our Fastbridge assessments and progress monitoring to adjust our staff development training 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 literacy 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:

- Attended District Literacy Lead Community of Practice

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- Attended Local Certified Facilitator 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 during the 25-26 school year 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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	3	3	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	5	5	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	1	0	1	1
K-3 Classroom teachers	4	4	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	1	1	0	0
Pre-K through grade five Curriculum Directors	1	1	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	3	3	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	0	0	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).

5

The PSLT was provided by:

District PSLT Trainer

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.

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

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.

Team Academy (4127-07) does not include a DLI Program