



Local Literacy Plan Template: 2025-26 School Year

To support every 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, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat. 120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

District or Charter School Information

District or Charter School Name and Number: Twin Cities Academy 4132-07

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 [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

Describe the district or charter school's literacy goals for the 2025-26 school year.

65% or more of Twin Cities Academy students in grades 6th through 12th will meet their target growth in reading based on the NWEA MAP test from fall 2025 to spring 2026. The number of TCA students reaching proficiency based on the MCA/MTAS and NWEA MAP assessments will increase by 5% from the spring of 2025 to the spring of 2026.

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: NWEA MAP	☐ Grade 4 ☐ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☐ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☐ Winter (optional) ☒ Last 6 weeks of School (Spring)
Capti ReadBasix (give to all students)	☐ Grade 4 ☐ Grade 5 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Universal Screening ☒ Dyslexia Screening	☒ First 6 weeks of School (Fall) ☐ Winter (optional) ☐ Last 6 weeks of School (Spring)

Parent Notification and Involvement

Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.

Twin Cities Academy conducts a curriculum night, family teacher conferences, and grade level parent meetings throughout the school year. NWEA MAP individual student data reports are shared with parents two times a year at parent teacher conferences. If a parent or guardian does not attend conferences the report is mailed home for their review. The reports also come with a letter explaining the results and what TCA is doing to help the student improve in any areas where they are below proficiency. Additionally, all NWEA MAP reports have a component that includes how families can help their child at home as well.

For students who are identified for Tier 2 or Tier 3 services through the MnMTSS process, the parent or guardian is notified via a phone conference to discuss the interventions that will be used to support the student and the possibility of child study if needed. The results of the interventions are also shared every six to eight weeks with the family and all assessment results are shared at that time as well.

Twin Cities Academy is also implementing an ADSIS grant funded intervention program, which includes additional screening in math, reading and behavior. The reading screening and progress monitoring for all identified students is also conducted using iXL Reading. Parents are notified of student performance on the iXL Reading program as well. And if a student is identified for intervention, parents receive the intervention programming description in writing.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Twin Cities Academy currently has low-levels of students per grade levels and does not share the number of students who are not proficient to protect the privacy of students.

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Wordly Wise Vocabulary Northern Lights Textbook Novel Study <i>Roll of Thunder Hear My Cry</i> <i>Stanford Long Flunks Big Time</i> <i>Marci Suarez Changes Gears (alternative text)</i>	All comprehension and writing occurs within the novel studies and is aligned to MN state standards. Intentional vocabulary and grammar instruction occurs using textbook instruction.	All courses including English courses are taught in 90 minute block periods on either an A day or B day.

7 th	Wordly Wise Vocabulary Novel Study <i>The Outsiders</i> <i>The Crossover</i>	All comprehension and writing occurs within the novel studies and is aligned to MN state standards. Intentional vocabulary and grammar instruction occurs using textbook instruction.	All courses including English courses are taught in 90 minute block periods on either an A day or B day.
8 th	Wordly Wise Vocabulary Novel Study <i>Touching Spirit Bear</i> <i>Lord of the Flies</i> <i>A Wrinkle in Time</i> Short Stories	All comprehension and writing occurs within the novel studies and is aligned to MN state standards. Intentional vocabulary and grammar instruction occurs using textbook instruction.	All courses including English courses are taught in 90 minute block periods on either an A day or B day.
9 th	Novel Study <i>Dear Martin</i> <i>The Hate U Give</i> <i>Macbeth</i>	All comprehension and writing occurs within the novel studies and is aligned to MN state standards.	All courses including English courses are taught in 90 minute block periods on either an A day or B day.
10 th	Novel Study <i>Animal Farm</i> <i>The Crucible</i> <i>There, There</i>	All comprehension and writing occurs within the novel studies and is aligned to MN state standards.	All courses including English courses are taught in 90 minute block periods on either an A day or B day.
11 th	<i>Novel Study – American Literature</i>	All comprehension and writing occurs within the	All courses including English courses are

	<i>The Things They Carried</i> <i>The Great Gatsby</i> <i>Fences</i>	novel studies and is aligned to MN state standards.	taught in 90 minute block periods on either an A day or B day.
12 th	Novel Study – World Literature <i>Oedipus Rex</i> <i>The Twelfth Night</i> <i>Beowulf</i> Creation Stories Unit	All comprehension and writing occurs within the novel studies and is aligned to MN state standards.	All courses including English courses are taught in 90 minute block periods on either an A day or B day.
AP Literature	<i>Death of a Salesman</i> <i>How to Read Literature Like A College Professor</i> <i>Frankenstein</i>	Teacher is AP trained and course aligns with AP instructional strategies and curriculum requirements.	All courses including English courses are taught in 90 minute block periods on either an A day or B day.
CIS Writer's Workshop	<i>40 Model Essays: A Portable Anthology</i> <i>They Say I Say: The Moves That Matter in Academic Writing</i> <i>Born A Crime: Stories From A South African Childhood</i>	Teachers is approved and trained by the University of Minnesota. The curriculum and syllabus is approved by the U of MN and is a credit-earning course.	All courses including English courses are taught in 90 minute block periods on either an A day or B day.

	Various Poetry selections		
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Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) 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 evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Twin Cities Academy uses the MnMTSS framework to collect, review and inform decision-making for Tier 1, 2 and 3 interventions. TCA screens all students in reading during September using multiple measurements of the NWEA Map, iXL diagnostic screener and CaptiRead Basix (given 80% of TCA students are not proficient on the MCA, TCA chose to screen all students with the new dyslexia tool). The Student Support/ADSIS Leadership Team then reviews this data through a school wide, grade level, and individual student level using an intervention dashboard designed by our technology coordinator. The dashboard has the capacity to produce multiple reports and to track progress for individual students, and to aggregate the data to higher level reporting. The dashboard includes assessment data, CBMs, social emotional, behavior and attendance inputs.

Given the extensive percentage of students reading below grade level, TCA has focused its resources on school wide Tier 1 interventions, including iXL reading skills based programs being supported in both English classes and during advisory/seminar courses. All TCA middle school teachers as well as Special Education teachers have participated in READ Act training (OL & LA) to give secondary English teachers more solid skills in reading development.

Tier 2 interventions are also embedded in all general education English classes. Every other week, each English teacher will work with a small group of 5-7 students on identified skills, based on data from the iXL monthly progress monitoring. The duration of these groups is 25 minutes, and during a block schedule 90-minute class the teacher is able to complete two small groups every other week.

TCA also has dedicated time in its staffing and master schedule for Tier 3 reading intervention. Tier 3 intervention is provided by a reading interventionist to groups of 1 to 5 students every week for 20 minutes per week. The interventionist has the capacity for up to seven groups per week.

Professional Development Plan

Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

Twin Cities Academy is committed to ensuring all content area teachers are equipped with the necessary training and tools to support students at all reading abilities. During the August workshop weeks, teachers and educational support staff participate in several training opportunities including reading intervention strategies for Tier 1 reading intervention, specifically the use of the iXL Reading program. English teachers, Special Education reading teachers and reading interventionists also receive training in foundational reading instruction for secondary students, and review curricular materials to ensure materials support all levels of instruction. All middle school English teachers and Special Education reading teachers participated or will participate in READ Act training, specifically OL & LA. Additionally Special Education reading teachers are moving forward with SIPPS training, and the reading interventionist for Special Education is looking to begin LETRS training in the coming 2025-2026 school year.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	0	0	0	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	3	1	2	0
Pre-K through grade 5 Curriculum Directors	0	0	0	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

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
Grades 4-12 Classroom Educators responsible for reading instruction	6	0	0	6
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
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	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	3	0	0	3

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Twin Cities Academy serves over 550 students in grades 6th – 12th grades. Based on the fall 2025 screening assessments NWEA Map Reading and the CaptiRead Basix given to all students, TCA realized that over 80% of TCA students reading below grade level. At its entry points of 6th, 9th and 10th grades, students transferring to TCA are often reading two to four years below grade level, and most students are indicating that basic phonics may still be needed.

The student needs in reading, as shown by the screening tests from the fall of 2025, indicate a school wide initiative is required alongside more traditional intervention programming. All students are supported by iXL reading, and reading intervention groups are happening school wide in all English classes every other week. The administration alongside the English department are also engaged in curriculum design to ensure grade level instruction while also wrapping in foundational reading skills, and ensuring that students at or above grade level are also being accelerated.

