

Minnesota READ Act Literacy Plan

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

For

North Metro Flex Academy (4243-07)

Date Submitted to the State 06/11/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by North Metro Flex Academy (4243-07). 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

North Metro Flex Academy (4243-07)'s literacy goal(s) for the 2025-26 school year:

1. 70% or more of students in grades K-1 who test at or above grade level on the fall earlyReading assessment will have fall to spring growth at or above grade level and/or will have a passing score on the spring earlyReading assessment AND/OR improve by more than 20 percentage points from the baseline year. 2. 70% of students in grades K-1 who test below grade level in the fall in earlyReading will have fall to spring growth at or above grade level AND/OR improve by more than 20 percentage points from the baseline year. 3. 70% or more of students in grades 2-5 who test below grade level in the fall in aReading will have fall to spring growth at or above grade level AND/OR improve by more than 20 percentage points from the baseline year. (Actual: 34/44=77%) 4. 70% or more of students in grades 6-8 who test below grade level on the fall aReading assessment will have fall to spring growth at or above grade level AND/OR improve by more than 20 percentage points from the baseline year. (Actual: 22/30= 73%) 5. 70% or more of students in grades 2-5 who test at or above grade level on the fall aReading assessment will have fall to spring growth at or above grade level and/or will have a passing score on the spring aReading assessment AND/OR improve by more than 20 percentage points from the baseline year.. (Actual: 20/25= 80%) 6. 70% or more of students in grades 6-8 who test at or above grade level on the fall aReading assessment will have fall to spring growth at or above grade level and/or will have a passing score on the spring aReading assessment AND/OR improve by more than 20 percentage points from the baseline year.. (Actual: 24/24= 100%)

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

During the 2025-2026 school year, the metro experienced the Metro surge. Due to this we had several students across grade levels not feeling safe to come to school and therefore we needed to implement a distance learning strategy to help those students. Upon return we implemented Lexia Core 5 for all students in grades KG-5th, Lexia Power Up for students in 6-8th that were below grade level and Lexia for English Language Learners.

The following describes how North Metro Flex Academy (4243-07)'s current student performance differs from the literacy goal detailed in the READ Act:

#1. Our KG/1 Grade students who were at or above grade level in the fall, we saw a 40% increase of students maintaining this growth into the spring from the year before from Fall to Spring. #2. Our students in KG/1, while we did not see a huge increase we did see an increase of 6% of students who were below grade level in the fall that were then meeting at or above grade level growth in the spring. #3. For our students in 2nd-5th Grade, we did see a decrease of students who made growth- this is where the majority of our students who did distance learning during the Metro ICE Surge. #4. For students 2-5th Grade that were at or above grade level in the Fall we saw students make increase more than 20% points from the baseline year in the Spring. #5. For students in 6-8 Grade who were below in the Fall and made growth in the Spring we saw an increase of 2% making growth by the Spring. #6. For students in

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6-8 Grade who were at or above grade level in the Fall we saw a decrease in students who maintained growth. This is another population where we had students who stayed home due to the Metro Ice Surge.

North Metro Flex Academy (4243-07)'s literacy goal(s) for the 2026-27 school year:

FastBridge earlyReading for Primary Reading Targets (Grade K/1) Exemplary Goal: More than 70% of students below grade level have fall to spring growth at or above grade level and/or test at or above grade level in the spring AND/OR improve by more than 20 percentage points from the baseline year. Satisfactory Goal: 50-70% of students below grade level have fall to spring growth at or above grade level and/or test at or above grade level in the spring AND/OR improve by 10-20 percentage points from the baseline year. In progress goal: More than 50% of students below grade level in the fall have fall to spring growth at or above grade level or test at or above grade level in the spring or improve by at least 10 percentage points from the baseline year. MCA-Reading Goals (Grades 3-8) Exemplary goal: The school's proficiency rate is greater than 10 percentage points above the resident district average. Satisfactory goal: The school's combined proficiency rate exceeds the resident district average. In progress goal: The school's proficiency rate exceeds the resident district average. Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth, FastBridge aReading Fall-Spring Growth (Grades 2-5) Exemplary goal: More than 70% of students have fall to spring growth at or above grade level AND/OR improve by more than 20 percentage points from the baseline year. Satisfactory goal: 50-70% of students have fall to spring growth at or above grade level AND/OR improve by 10-20 percentage points from the baseline year. In progress goal: More than 50% of students have fall to spring growth at or above grade level or improve by at least 10 percentage points from the baseline year. FastBridge aReading Fall-Spring Growth (Grades 6-8) Exemplary goal: More than 70% of students have fall to spring growth at or above grade level AND/OR improve by more than 20 percentage points from the baseline year. Satisfactory goal: 50-70% of students have fall to spring growth at or above grade level AND/OR improve by 10-20 percentage points from the baseline year. In progress goal: More than 50% of students have fall to spring growth at or above grade level or improve by at least 10 percentage points from the baseline year. Meet or Exceed National Growth Norms- Students at or Above Grade Level Making Medium or High Growth, FastBridge aReading Fall-Spring Growth (Grades 2-5), Exemplary goal: More than 70% of students have fall to spring growth at or above grade level AND/OR improve by more than 20 percentage points from the baseline year. Satisfactory goal: 50-70% of students have fall to spring growth. In progress goal: More than 50% of students have fall to spring growth at or above grade level or improve by at least 10 percentage points from the baseline year. FastBridge aReading Fall-Spring Growth (Grades 6-8), Exemplary goal: More than 70% of students have fall to spring growth at or above grade level AND/OR improve by more than 20 percentage points from the baseline year. Satisfactory goal: 50-70% of students have fall to spring growth at or above grade level AND/OR improve by 10-20 percentage points from the baseline year. In progress goal: More than 50% of students have fall to spring growth at or above grade level or improve by at least 10 percentage points from the baseline year.

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The Local Literacy Lead, Debra Kranz, for North Metro Flex Academy (4243-07) has an FTE of .33

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

The DLL is engaging with district and school leadership teams during workshop week, weekly BARR "small block" meetings, "big block" meetings, BARR community connect meetings, special ed meetings, child find meetings and bi-weekly PLC academic meetings. The DLL will be coordinating peer coaching with all licensed teachers for our tier 1 instruction and tier 2 interventions. The DLL is working with the District Assessment Coordinator and Operations manager to schedule assessments, progress monitoring and review all data to make data decisions for instruction.

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

North Metro Flex Academy (4243-07) Local Literacy Plan is posted on the district website at

<https://nmfamn.org/category/school-board/school-board-reports/>

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.

North Metro Flex Academy (4243-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by North Metro Flex Academy (4243-07) 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	earlyReading: Oral Repetition (OR)
	Grade 1	Vendor Composites using vendor benchmarks	earlyReading: Oral Repetition (OR)
	Grade 2	Vendor Composites using vendor benchmarks	earlyReading: Nonsense Words (Whole Word Scoring) and earlyReading: Oral Repetition (OR)
	Grade 3	Vendor Composites using vendor benchmarks	earlyReading: Nonsense Words (Whole Word Scoring) and earlyReading: Oral Repetition (OR)

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

North Metro Flex Academy (4243-07) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

North Metro Flex Academy (4243-07) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will give the earlyReading: Oral Repetition (OR)* based on MDE's recommendation for grades Kindergarten-2nd

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grade. We will also implement earlyReading Nonsense words for grade 3 based on the MDE cut scores and recommendations.

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 North Metro Flex Academy (4243-07) 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 AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge CBMReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

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

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- Reading Comprehension

North Metro Flex Academy (4243-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

North Metro Flex Academy (4243-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will be continuing to use Capti ReadBasix and again give all 6 subtest to students who have been identified.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for North Metro Flex Academy (4243-07) 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	10	4	11	3	11	2
1st	10	2	10	1	11	2
2nd	9	CTSTR	9	CTSTR	10	0
3rd	13	7	13	3	14	6

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 North Metro Flex Academy (4243-07) 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.

North Metro Flex Academy (4243-07) 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	10	6
1st	10	8
2nd	9	CTSTR
3rd	13	6

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

North Metro Flex Academy (4243-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the Nonsense Words subtest

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

North Metro Flex Academy (4243-07) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

We will implement an integrated approach.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in North Metro Flex Academy (4243-07) 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	19	19	11	0	8	0
5th	18	18	9	CTSTR	CTSTR	0
6th	12	12	5	CTSTR	CTSTR	0
7th	29	29	15	0	12	0
8th	17	17	10	0	7	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.

North Metro Flex Academy (4243-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Our BARR program incorporates MTSS and PLCs, combining them into a systematic process to discuss and check in on every student, as well as allowing for professional learning. BARR groups meet weekly in small block and/or big block sessions that tackle classroom needs including behavior, academic, social, and emotional. needs. Big block and Community Connect meetings take on larger student issues such as truancy, mental health help, and supplementary home resources that families may need. BARR ensures that all students are being seen and reaching their potential. The weekly nature of BARR makes these meetings a great place to discuss how current learning from LETRS is implemented in classrooms and provides a teacher support network for implementing and tweaking structured literacy practices. Bi-Weekly Special Ed and Child Find meetings will alternate to ensure close monitoring of students who are receiving interventions. Weekly or bi-weekly PLC meetings will focus on specific academic topics, (literacy, math, science and social studies).

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

Embedded in FishTank ELA, UFLI, and 95% Group's curriculums that we use are standards based checks that teachers implement to measure progress during teaching units. Students who are not making adequate progress during the course of the unit receive extra small group time dedicated to mastering the missing skill during WIN time from their classroom teacher. Tier 1 groups are mainly taught by the classroom teacher during WIN and focus on short term needs of students who need more time to work on a specific skill. Our teachers will engage in a more rigorous peer coaching cycle for 2026-2027, to ensure lessons are taught with fidelity and rigor. Co-teaching and peer coaching will continue as areas of need arise during walk-throughs and fidelity checks, or per teacher request.

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

All students participate in FastBridge testing in the first 3 weeks of school. Students in grades 3-8 also participate in the LETRS Advanced Spelling Screener. Students in grades 1-8 who test one or more grade levels below and are flagged in FastBridge for needing Phonemic Awareness, Phonics, and/or Fluency support, or students in grades 3-8 who place as needing spelling support in any category from short vowels to inflection are further evaluated using the LETRS Phonics and Word-Reading Survey. Students identified as needing further support with phonics and fluency are separated into Sonday (more spelling related issues) or PRESS (more fluency related issues) reading groups for Tier 2. Students who struggle with the spelling are also given the Phonological Awareness Screening Test (PAST) to determine phonological awareness needs. Tier 2 students are progress monitored every other week using FastBridge. The skills that they are working on are progress monitored at the level they are working on to determine progress in the skill area, and a grade level CBM is used to determine progress toward grade level. Students who are making progress remain in their Tier 2 intervention until they have caught up to within a year of their classroom peers. Students who do not make progress are reevaluated after 6-8 weeks and their intervention may be switched from Sonday to PRESS or vice-versa. Students

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who continue to not make progress over two 6-8 week sessions of consistent intervention with progress monitoring are referred to Child Find. Tier 3 intervention typically takes place after two rounds of Tier 2 intervention. Students will have a longer time daily in a very small group or 1:1 to do Sonday with fidelity. Tier 3 intervention is progress monitored weekly with the skills being taught, a CBM at the grade level equivalent of their current skills, and an optional grade level CBM. In addition to students identified by testing, teachers may bring students who they observe as having trouble in the classroom, through BARR.

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 every two weeks

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:

Tier 2 and Tier 3 students will be progress monitored weekly and discussed every other week at the Big Block BARR meetings or the PLC meetings. At these meetings, we will check on progress monitoring data. Four weeks of no improvement will trigger a switch in intervention between SONDAY and UFLI. After two interventions, if no progress is seen, the students will be escalated to Child Find during a big block meeting or community connect meeting.

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

Students will exit tier 2 when they are within one grade level of their current class. They are then progress monitored monthly to ensure their learning is solid and they keep a trajectory of progress. On grade level scores on the winter Fastbridge will prompt a skills check for a student in Tier 2 intervention to ensure they did not guess and are solid in their skills. Similarly, Tier 3 students can join a Tier 2 group if their winter Fastbridge scores and progress monitoring show at least one grade levels growth, if a group is available at a time when they they will not miss core instruction.

Continuous Improvement for Data-Based Decision Making for Action

North Metro Flex Academy (4243-07) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

CaptiReadBasix will replace the LETRS phonics and word reading survey as a diagnostic for Grades 4-8 per the read act.

CaptiReadBasic will be utilized fall, winter and spring with specific students.

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 North Metro Flex Academy (4243-07) 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	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	3 times per year	Letter sent home with student
Grade 7	3 times per year	Letter sent home with student
Grade 8	3 times per year	Letter sent home with student

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 North Metro Flex Academy (4243-07), 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
Other Curriculum - FishTank ELA	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60
Other Curriculum - Heggerty Bridge to Writing	Supplemental	Kindergarten	30
	Supplemental	Grade 1	30
	Supplemental	Grade 2	30
	Supplemental	Grade 3	30
	Supplemental	Grade 4	30
	Supplemental	Grade 5	30
Other Curriculum - Spellography	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

All licensed teachers K-8 would review the materials and online resources, using a rubric to compare and contrast the strengths and weaknesses of resources. The teachers would discuss their evaluations and work together to make a decision.

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The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
During the Spring teachers would make a list of possible resources. A rubric would be used to systematically review the materials. In the fall during workshop week, PD would be planned for any new or existing curriculum supports needed. A peer coaching and co-teaching process would be in place for fidelity checks. A lesson planning tool will be used to align lessons to standards.

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 North Metro Flex Academy (4243-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Lexia Core 5	Tier 3	Kindergarten	25
	Tier 3	Grade 1	25
	Tier 3	Grade 2	25
	Tier 3	Grade 3	25
	Tier 3	Grade 4	25
	Tier 3	Grade 5	25
	Tier 3	Grade 6	25
	Tier 3	Grade 7	25
	Tier 3	Grade 8	25
Lexia PowerUp	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
Sonday	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
UFLI	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
Other Resources - Spellography/Morphology	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30

Continuous Improvement for Literacy Intervention Resources

North Metro Flex Academy (4243-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

The teachers want to add Heggerty Bridge to Writing.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

North Metro Flex Academy (4243-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$11,489

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

\$11,489

READ Act Literacy Aid

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

North Metro Flex Academy (4243-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$6,851

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

\$5,851

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

Stipends will be dispersed to teachers who have worked on the LETRS training this past year.

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
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Both
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Evidence-based literacy intervention resources (curriculum, materials, training)	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	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.

North Metro Flex Academy (4243-07) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Both

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

We are using a peer coaching model to support teachers who do not complete the training at 80%. If someone doesn't meet the 80%, the DLL will go through the questions they missed and request a test reset from Lexia.

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:

We use classroom observations by the DLL where we document the area of reading instruction that was taught as well as instructional practices observed. We are also utilizing a peer coaching model for observations and feedback.

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 meet one on one with teachers to give constructive feedback and to get a sense of what went well for them and where they would like some coaching or modeling. If there is a practice that is harmful to students, we discuss why that practice has been abandoned and what the replacement practice needs to be. In general, we coach our teachers to follow curriculum practices and use materials with fidelity. We also connect the learning from LETRS during in person trainings so teachers are connecting research with practice.

The following changes in instructional practices have impacted students:

Over the past 2 years we have been using FishTank K-8th, which requires daily written responses to the novels classes are reading and discussing together. Our students now have awareness of how to take notes, cite sources from the text in their answers and can organize information in the notebooks into a cohesive statement that answers all facets of a question. The evidence of these practices comes from more than 70% of students in grades 2-8 averaging at least a years growth on "Fastbridge a-reading assessments" from fall to spring or scoring on grade level in the spring.

North Metro Flex Academy (4243-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Fish Tank ELA was designed around a set of texts at each grade level that represented "windows, mirrors and sliding

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glass doors". As such, the curriculum was always diverse and followed the "science of reading" from the start. In every unit launch, for teachers, and every lesson with content that could be taught to teach or for students to digest there is relevant information and resources on how to teach a topic, These resources, along with the extensive background knowledge provided in the unit launch, help our teachers be able to teach topics and books they haven't taught before, with humility and an open mind.

North Metro Flex Academy (4243-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Teachers would like PD on Fastbridge, CaptiReadBasix, UFLI and Fish Tank, to have a deeper understanding of using the assessment tools along with the curriculum materials. The teachers are also wanting to use Heggerty Bridge to Writing as a supplement to UFLI and Fish Tank.

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)	2	2	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	10	0	10	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	3	2	1	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	1	0
K-12 Special Education educators responsible for foundational reading instruction	3	1	2	1
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	6	6	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	2	1	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	1	1	1	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	2	2	2	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).

8

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.

North Metro Flex Academy (4243-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

North Metro Flex Academy (4243-07) has participated in MDE MnMTSS professional learning:

Yes

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

North Metro Flex Academy (4243-07) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We will be currently working with COMPASS to determine a MnMTSS Framework as well as fine tuning our current BARR Program to co-exist with the MnMTSS Framework. Our BARR Program consists of 3 levels, Small Block (Students who are thriving and have level 1 concerns (teacher managed)(Tier 1), Big Block consists of level 2 students who need more than teacher managed strategies/interventions (Tier 2/3), Community Connect focuses on our level 3 students who need more strategies/intervention help that is provided outside of the school setting. Within this program we will also tie in our Child Find process to help those students who could benefit from more intensive services after having data and tracking done during Big Block. We will also have bi-weekly academically focused PLC meetings.

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.

North Metro Flex Academy (4243-07) does not include a DLI Program