Minnesota READ Act Literacy Plan

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

For

Arcadia Charter School (4091-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Arcadia Charter School (4091-07). 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

Arcadia Charter School (4091-07)'s literacy goal(s) for the 2025-26 school year:
The long term goal is that all Arcadia students will graduate able to read for learning and understanding and write to effectively communicate their ideas. The specific 2025-2026 goal is that a minimum of 25% of students who are not at grade level in Fall 2025 will make progress toward grade level by Spring 2026 as measured by the FastBridge aReading test.

The following was implemented or changed to make progress towards the goal(s):
Arcadia switched from the NWEA MAP to the FastBridge for screening, which, along with Capti ReadBasix, provided superior data for more robust implementation of an MTSS in 2025-2026, including more frequent progress monitoring measures to ensure students identified as needing additional support were receiving the appropriate support. Arcadia also adopted the Arts and Letters curriculum in grades 6-8 to improve Tier 1 instruction.

The following describes how Arcadia Charter School (4091-07)'s current student performance differs from the literacy goal detailed in the READ Act:
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). Currently, approximately 25% of students at Arcadia (32) are not at grade level in reading. 75% of those students (24) are receiving special education services and are making progress toward their IEP goals. That leaves fewer than 10 students receiving general education intervention due to performance that differs from the READ Act literacy goal (not performing at grade level).

Arcadia Charter School (4091-07)'s literacy goal(s) for the 2026-27 school year:
A minimum of 25% of students who are not at grade level in Fall 2026 will make progress toward grade level by Spring 2027 as measured by the FastBridge aReading test.

The Local Literacy Lead, Melissa Roth, for Arcadia Charter School (4091-07) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
Melissa is an integrated part of the District and School Leadership Team. She is a QComp lead teacher who supports teacher development and evaluation, a member of the school's Curriculum Committee, and participates in the District Advisory Committee.

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

Arcadia Charter School (4091-07) Local Literacy Plan is posted on the district website at https://arcadiacharterschool.org/reports-and-assessments

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.

Arcadia Charter School (4091-07) - Does not serve students in grades K-3 at this organization.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

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 Arcadia Charter School (4091-07) 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 8	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	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
- Reading Comprehension

Arcadia Charter School (4091-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Arcadia Charter School (4091-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	0	CTSTR	0	CTSTR	0	CTSTR
1st	0	CTSTR	0	CTSTR	0	CTSTR
2nd	0	CTSTR	0	CTSTR	0	CTSTR
3rd	0	CTSTR	0	CTSTR	0	CTSTR

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

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Arcadia Charter School (4091-07) 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.

Arcadia Charter School (4091-07) 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	0	CTSTR
2nd	0	CTSTR
3rd	0	CTSTR

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

Arcadia Charter School (4091-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade levels not served

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Arcadia Charter School (4091-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	0	0	CTSTR	CTSTR	0
5th	0	0	0	CTSTR	CTSTR	0
6th	20	20	10	10	10	0
7th	20	20	9	CTSTR	CTSTR	0
8th	20	20	10	8	8	0
9th	18	18	6	CTSTR	CTSTR	0
10th	14	14	4	CTSTR	CTSTR	0
11th	20	20	1	CTSTR	CTSTR	0
12th	12	12	1	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.

Arcadia Charter School (4091-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Arcadia's MTSS team looks at the data collected from students' prior MCA tests, FastBridge screening and progress monitoring data, Capti ReadBasix (if applicable), and creates individualized plans. Progress monitoring is used to determine if the plan is working. Interventions last 6-8 weeks, then may continue or change based on the data.

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

The MTSS team reviews data on an ongoing basis. The admin team collaborates with the teacher implementing the curriculum to ensure fidelity of implementation. The Arts and Letters curriculum provides differentiated lessons ("Prologue" lessons) that align with the grade level learning targets for students who need additional support. There are also additional, related texts for students who need more challenge.

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

We are a secondary school. Following the fall screening process, the MTSS team looks at the data and determines whether or not students are reading at grade level. Any students who are determined to be below grade level take an additional diagnostic test (Capti ReadBasix), and that data along with the data collected from the screener are used to determine what specific needs there might be for a specific student. Students with needs identified by the screener and diagnostic test are identified for Tier 2. If a student is reading two or more levels below grade level, they will receive Tier 3 intervention. If progress monitoring data and the results of the next screener both demonstrate that the student has continuing needs, they will continue to receive Tier 2 (or 3) intervention. If the results demonstrate that the student has achieved grade level reading skills, they will be exited from intervention, but continue with progress monitoring to ensure that they do not require additional intervention.

Progress monitoring data collection for students in Tier 2 occurs:

Once a month

Progress monitoring data collection for students in Tier 3 occurs:

More than 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:

Currently, students receiving Tier 2 support would be monitored once a month using FastBridge and other curriculum-based measures. Students receiving Tier 3 support are monitored on an ongoing basis through Lexia PowerUp. If Tier 2 intervention is not resulting in improved scores on progress monitoring and screening measures, the intervention would first be modified to be more closely align with what the data is showing. If, after six weeks, there is no improvement, the intervention would be intensified to Tier 3. Once in Tier 3, the student would be referred to the Child Find team, and additional monitoring would be put in place, along with an additional set of interventions. If, after

6-8 weeks of receiving those interventions, the student is not progressing, they will be referred for a special education evaluation.

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

Arcadia only serves students at the secondary level. To exit Tier 2 intervention, students would demonstrate grade level reading on progress monitoring and the next two screeners. To exit Tier 3 intervention, based on evidence that the student is within 1 level of their grade level, the student would first be move to Tier 2 intervention, and then exited from there based on data collected through progress monitoring and the next two screeners.

Continuous Improvement for Data-Based Decision Making for Action

Arcadia Charter School (4091-07) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

We will more effectively implement progress monitoring for Tier 2. It's currently once a month, and we would like to shift to weekly progress monitoring at all levels of intervention.

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 Arcadia Charter School (4091-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE READ Act Curricula Resources-Tier I webpage.

Arcadia Charter School (4091-07) does not serve grades K-5.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE Intervention Program Review webpage.

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Arcadia Charter School (4091-07) 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 PowerUp	Tier 2 & 3	Grade 6	50
	Tier 2 & 3	Grade 7	50
	Tier 2 & 3	Grade 8	50
	Tier 2 & 3	Grade 9	50
	Tier 2 & 3	Grade 10	50
	Tier 2 & 3	Grade 11	50
	Tier 2 & 3	Grade 12	50

Continuous Improvement for Litearcy Intervention Resources

Arcadia Charter School (4091-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

We are using Lexia PowerUp, and we have also adopted the REWARDS curriculum, to have a non-online option.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Arcadia Charter School (4091-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$0

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

$0

READ Act Literacy Aid

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

Arcadia Charter School (4091-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

$3,994

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

$3,994

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

We will likely spend the funds on the cost of the screener (FastBridge and Capti ReadBasix), stipends for people who have completed training, and on additional training. However, since there were no approved curricula for 6-12, we weren't initially clear how it could be spent, so we haven't yet spent it.

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
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds

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.

Arcadia Charter School (4091-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Arcadia Charter School (4091-07) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

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

We don't currently have any teachers in that position.

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:

Administration does classroom observations (both planned and walk-through) and works with the MTSS team to look at the results of instruction.

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 only have two teachers providing our primary, Tier 1, general education literacy instruction. We worked with our regional literacy team, the administrative team provided coaching, and teacher leaders from QComp provided additional observation and feedback.

The following changes in instructional practices have impacted students:

Since we have only implemented changes for one year, there is not substantial evidence, but the choice of the Arts and Letters curriculum has pushed the teacher providing the instruction to be clear, systematic, sequential, and explicit in his instruction. This year, based on the information from FastBridge and Capti ReadBasix, we (administration) chose to push the implementation of the fluency practice incorporated into the curriculum. When we get the MCA scores in August, that will help give us additional data, and based on the FastBridge, 50% of students who needed intervention based on

being below grade level in the fall made progress this year.
Arcadia Charter School (4091-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:
The shift to Arts and Letters meant infusing a wider range of texts into the curriculum that represents more diverse perspectives. The administration and lead English language arts teacher attended the Understand Native Minnesota Educator Academy, and use the associated guides to choose texts and develop curriculum specifically related to Dakota and Ojibwe perspectives, as well as materials more broadly representing Indigenous perspectives. The whole staff has received professional development around translanguaging--including and valuing all of the linguistic resources that all students bring to the classroom. The curriculum, the activities, and the community are all designed around inclusion. We operate from restorative foundations. So the plan is to continue building teachers' competencies around these things, and keep valuing the students in our school and what they add to the community.
Arcadia Charter School (4091-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):
We did two additional sessions, one on reading fluency, and one specifically on the ELA standards, morphology and grade-level vocabulary and expectations.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the MDE READ Act Professional Development webpage.

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	10	10	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	0	0	0	0
K-12 Teachers holding English as a second language licenses	1	0	1	0
K-12 Reading Intervention Teachers	0	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	5	4	1	0
Pre-K through grade five Curriculum Directors	0	0	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0

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	2	0	0	2
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	0	1	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).

10

The PSLT was provided by:

Regional Literacy Network

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions. Minn. Stat.120B.12, subd. 4a (2025). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Arcadia Charter School (4091-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Arcadia Charter School (4091-07) 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.

Arcadia Charter School (4091-07) does not include a DLI Program