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Local Literacy Plan Report

[PDF](#)

The Minnesota Department of Education posts each district and charter school's Local Literacy Plan report. This report is required by the Minnesota READ Act, MINN. S (2024) and must be updated annually by June 15. This report includes a summary of the district's efforts to screen, identify and provide interventions to students who at grade level and students who demonstrate characteristics of dyslexia. Aggregate data are provided on universal and dyslexia screening in grades K-3 and screening fo of dyslexia in grades 4-12. In addition, the report identifies the reading curricula used for core instruction and interventions, whether the district has adopted an MTSS i the district has used their Literacy Aid funds and the number of educators who have completed the approved literacy professional development.

School Year

2024-25

District

Face to Face Academy (4036-07)

Run Report

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Face to Face Academy (4036-07)

Date Submitted to the State 05/27/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Face to Face Academy (4036-07). 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.

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

Face to Face Academy (4036-07)'s literacy goal(s) for the 2024-25 school year:

1) Students will perform as or better than the resident district and comparable schools (based on authorizer's evaluative rubric) on the MCA Reading. 2) Students living in poverty (as defined as qualifying for free or reduced lunch) will perform as well as or better than resident district on MCA Reading. 3) Students maintain or move toward proficiency as measured by the MCA Reading.

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

School year 2024-25 included a summer intensive (we are a year-round school) with a Literacy Coach that included classroom observations, pre and post conferences, review of curriculum, and standards alignment through the lens of literacy with every teacher. Instructional practices for literacy development were thoroughly reviewed in all content areas, including electives.

The following describes how Face to Face Academy (4036-07)'s current student performance differs from the literacy goal detailed in the READ Act:

A standardized tool for all grades (9-12) was not used in SY 25 to determine who is below grade-level in reading. FastBridge for all grade (9-12) will be implemented along with Capti ReadBasix in SY 26. **Face to Face Academy formerly used NWEA-MAP in SY 24.

Face to Face Academy (4036-07)'s literacy goal(s) for the 2025-26 school year:

These same goals will be used while FastBridge & Capti ReadBasix are implemented in SY 26 in order to establish baseline data for all grades (9-12): 1) Students will perform as or better than the resident district and comparable schools on the MCA Reading. 2) Students living in poverty (as defined as qualifying for free or reduced lunch) will perform as well as or better than the resident district on MCA Reading. 3) Students maintain or move toward proficiency as measured by the MCA Reading.

Face to Face Academy (4036-07)'s Local Literacy Plan is posted on the district website at:

<https://f2facademy.org/>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Face to Face Academy (4036-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	Grade level not served	Grade level not served	NA
Grade 1	Grade level not served	Grade level not served	NA
Grade 2	Grade level not served	Grade level not served	NA
Grade 3	Grade level not served	Grade level not served	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Face to Face Academy (4036-07) 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
Grade 1	0	CTSTR	0	CTSTR	0	CTSTR
Grade 2	0	CTSTR	0	CTSTR	0	CTSTR
Grade 3	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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Face to Face Academy (4036-07) 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.

Face to Face Academy (4036-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade level not served

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Grade level not served

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
Grade 1	0	CTSTR
Grade 2	0	CTSTR
Grade 3	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. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Face to Face Academy (4036-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Face to Face Academy (4036-07) to determine which students in grades 4-12 are not reading at grade level:

This is a two-step process. The First Step includes using FastBridge as an assessment to determine who is not reading at grade level. Those students who are testing below grade level will be included on the reading intervention plan. Upon the follow-up FastBridge assessment to the reading intervention, those students who are still testing below grade level will proceed to Step Two. Step Two includes assessing that group of students with the approved screener, Capti ReadBasix.

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

Capti ReadBasix will be administered once to those students who are still testing below grade level on FastBridge in the Spring 2026.

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

The following table displays the number of students in Face to Face Academy (4036-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

		Number of Students	Number of Students	Number of Students
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Grade	Total Number of Students in Grade Level	Identified as Not Reading at Grade Level Who Were Screened	Demonstrating Characteristics of Dyslexia	Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Face to Face Academy (4036-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	No	
Grade 1	No	
Grade 2	No	
Grade 3	No	
Grade 4	No	
Grade 5	No	
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	Yes	3 times per year, after each screening window
Grade 10	Yes	3 times per year, after each screening window
Grade 11	Yes	3 times per year, after each screening window
Grade 12	Yes	3 times per year, after each screening window

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences

The following content is included in the parent notification:

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

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

- Family engagement nights
- Parent teacher conferences
- School events

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Face to Face Academy (4036-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Both student learning evidence and classroom behaviors are discussed in the school's twice, daily meetings with the director, all the school social workers, Special Education & Regular teachers, and educational assistants to ensure all instruction and interventions are matched to each student's needs. Formal Assessment Data is processed again with this same team after each testing window. The historical MCA testing data of each student's reading scores going back to 3rd grade is also reviewed with the Language Arts team, the 10th grade student, and their families. All teachers worked with a Literacy Coach in the summer of 2024 to align standards and emphasize research-based instruction and literacy.

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

The school's twice, daily all-staff meetings ensure fidelity and differentiating of all Tier 1 instruction. Every student's schedule, services in the classroom, any modifications, accommodations, or interventions are well documented, discussed, and reviewed. All teachers are also observed through the Q Comp process which includes evidence gathering about instructional practices and differentiation.

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

After the first round of testing, Tier 2/supplemental interventions will be pushed into the classrooms and monitored with student evidence of learning. After Winter testing, the targeted reading intervention for Tier 3 will begin during the school day in a class. (We only serve grades 9-12 and these grades are treated the same.) Criteria for this entrance will include test data and observed behavior during the testing cycles. Students targeted will have tested below grade level as determined by number of high school credits earned-not age or graduating class.

Progress monitoring data collection for students in Tier 2 occurs: Once a month

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:

We serve grades 9 -12 and each student's progress in each class is discussed in our twice, daily staff meetings. Any absences or classroom avoidance issues are addressed daily and any learning obstacles or lack of progress is evaluated with the whole school team daily. Intensifications or modifications can be determined with all teachers and the support of the school social workers, Special Education teachers, and the Director.

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

Exiting from Tier 2 occurs after the Winter testing data can be evaluated. Tier 3, likewise, will occur after Spring testing data is evaluated. As a year-round school, the learning and testing cycle begins again immediately in July.

Does Face to Face Academy (4036-07) use personal learning plans for literacy:

No

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

· No data entered

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

No data entered

9. Multi-tiered System of Supports (MTSS)

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

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

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Face to Face Academy (4036-07) is implementing a multi-tiered system of support framework:

No

10. Core Curricular Resource Grades K-5

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

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Face to Face Academy (4036-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	.		
Grade 1	.		
Grade 2	.		
Grade 3	.		
Grade 4	.		
Grade 5	.		

Continuous Improvement for Core Reading Instruction and Curricula

Face to Face Academy (4036-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

No data entered

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Face to Face Academy (4036-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)

Kindergarten	NA	NA
Grade 1	NA	NA
Grade 2	NA	NA
Grade 3	NA	NA
Grade 4	NA	NA
Grade 5	NA	NA
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	Parent conferences, Office Hours, additional staff support in the classroom	Specified reading class with additional classroom support
Grade 10	Parent conferences, Office Hours, additional staff support in the classroom	Specified reading class with additional classroom support
Grade 11	Parent conferences, Office Hours, additional staff support in the classroom	Specified reading class with additional classroom support
Grade 12	Parent conferences, Office Hours, additional staff support in the classroom	Specified reading class with additional classroom support

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Face to Face Academy (4036-07) is using the following approved professional development program:

· CAREIALL

Date of expected completion for Phase 1 Professional Development: 12/31/2025

Synchronous professional development sessions were facilitated by:

· Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

No data entered

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

Any teacher who needs this additional support will be given additional support during the work day and a modified schedule if needed.

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 serve grades 9 -12.

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 serve grades 9 -12.

The following changes in instructional practices have impacted students :

The school's preliminary MCA test data indicates completion not only of the school-wide literacy goals, but success in students' specific growth targets. Also, the mission-specific goals have been accomplished in regard to attendance and credit-earning. School year 2024-25 programming has supported a student population who have been historically truant and poor performing on tests, attendance, and credit accumulation.

Face to Face Academy (4036-07) has implemented the following professional development and support for teachers around culturally responsive practices:

All staff have completed the professional development Book Club exercises using Zaretta Hammond's Culturally Responsive Teaching & The Brain. Teachers are also completing the MDE-approved cultural responsiveness PD for license renewal. Teaching resources are also reviewed annually. Teachers will also be observed and reviewed using the modified Q Comp rubric for SY 26 which includes evidence of culturally responsive practices in the classroom with an emphasis on literacy.

Face to Face Academy (4036-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Other, explain: (Required)
 - Attended District Literacy Lead Community of Practice
 - Other, explain: (Required)

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):

All teachers participated in standards-alignment with a Literacy Coach in the summer of 2024. As a year-round school, this intensive coaching cycle included classroom observations, pre and post conferences, and curriculum review. The Literacy Coach is providing virtual support in the roll-out of the ELA standards next year. Required staff will complete CAREIALL.

Continuous Improvement for Professional Development Plan

Face to Face Academy (4036-07) will make the following changes to the professional development plan for the 2025-26 school year:

1) Completion of READ Act MDE-approved PD for designated staff members. 2) Training on Capti ReadBasix

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
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PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	0	0	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	2	0	0	1
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	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
Grades 4-12 Classroom Educators responsible for reading instruction	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	2	0	0	1
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

14. Literacy Aid Funds

Literacy Incentive Aid

- Site Disclaimer (https://education.mn.gov/MDE/about/MDEDEV_001316)
- Privacy Statement (https://education.mn.gov/MDE/about/MDEDEV_001315)
- Minnesota.gov (<http://mn.gov/portal/>)
- Help (https://education.mn.gov/MDE/about/MDEDEV_001317)

The following are details about annual Literacy Incentive Aid.

Face to Face Academy (4036-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$0.00

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

- Minnesota Department of Education

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

- Not applicable

READ Act Literacy Aid

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

Face to Face Academy (4036-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$3,394.00

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

· Not applicable

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$3394

If funds remain, the plan to spend down the remaining funds are as follows:

We plan to carry over all unspent funds into SY 26 and to spend the funds on the required professional development. Staff will complete the CARIEALL READ Act trainings in SY 26.