Minnesota READ Act Literacy Plan for 2024-25

For

Twin Lakes STEM Academy (4239-07)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Twin Lakes STEM Academy (4239-07). 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

Twin Lakes STEM Academy (4239-07)'s literacy goal(s) for the 2024-25 school year:
Pursuant to the READ Act, MN Statutes 120B.1117 to 120B.124 , Twin Lakes STEM Academy is committed to providing comprehensively, scientifically based reading instruction so that all students may succeed at reading. Based on the findings of the National Reading Panel (2000), Twin Lakes STEM Academy will provide a reading program that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction for its students. Twin Lakes STEM Academy is also committed to ongoing assessment and evaluation of our students' reading skills. Twin Lakes STEM Academy will notify parents in a timely manner regarding their child's progress in reading. Twin Lakes STEM Academy students will be deemed proficient in reading when they test at or above the grade level median for their grade on the appropriate NWEA Measure of Academic Progress reading test. (Grade level norms will be updated as NWEA norms are updated.)   The following SMART goals were used to assess our Local Literacy Plan: 1. Students who meet their growth target on the MAP test will increase by 5% each academic year. 2. Students who are deemed proficient (as defined above in this policy) will increase by 5% each year.

The following was implemented or changed to make progress towards the goal(s):
During the 2024-2025 school year, we took several steps to move toward our goals. Our staff completed volume 1 of the LETRS professional learning series to build our capacity for teaching foundational literacy skills. We have recognized the connection between acquiring reading and writing skills, and have taken steps to evaluate student written work. We have continued the implementation of our reading curriculum resources and DIBELS screening methods.   All students in grades K-7 received differentiated grade level instruction in literacy through our Amplify CKLA curriculum, and the use of mClass DIBELS, with all students in all grades also receiving supplemental literacy support using Lexia and Reading Plus 60-120 minutes per week.

The following describes how Twin Lakes STEM Academy (4239-07)'s current student performance differs from the literacy goal detailed in the READ Act:
The percentage of students in 24-25 who met their growth target on the MAP test was 44.5%, below the percentage of students in 23-24 who met their growth target, which was 47.3%. Goal not met.   The percentage of students in 24-25 that are at or above grade level, as measured by the MAP test, was 29.7%. This was an increase of 3.6% from 23-24 MAP test proficiency numbers (26.1%). While this is an improvement, the 3.6% increase fell short of the 5% increase stated in the goal. Goal not met.

Twin Lakes STEM Academy (4239-07)'s literacy goal(s) for the 2025-26 school year:

Local Literacy Plan for Twin Lakes STEM Academy (4239-07)

The goal of Twin Lake STEM Academy's Local Literacy Plan (LLP) is aligned with the Minnesota Reading to Ensure Academic Development (READ) Act. This goal is to have every Minnesota child reading at or above grade level proficiencyâ€"including foundational reading and comprehension skillsâ€" every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. Growth: The percentage of students in Kindergarten - 8th Grade who meet or exceed their growth target from Fall to Spring on the NWEA MAP Test in Reading, will increase by 10%, from 47.3% in 2024-2025 to 57.3% in 2025-2026. Achievement: The percentage of students in Kindergarten - 8th Grade who are at or above grade level in literacy, as determined by the Spring NWEA MAP Test in Reading, will increase by 10%, from 29.7% in 2024-2025 to 39.7% in 2025-2026.

Twin Lakes STEM Academy (4239-07)'s Local Literacy Plan is posted on the district website at: https://www.twinlakesacademy.org/families/

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 Twin Lakes STEM Academy (4239-07) 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	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NWEA MAP
Grade 1	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NWEA MAP
Grade 2	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NWEA MAP
Grade 3	mClass with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NWE

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Twin Lakes STEM Academy (4239-07) 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	25	7	27	4	27	10
Grade 1	15	3	15	5	14	4
Grade 2	34	7	34	10	33	11
Grade 3	27	7	27	5	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 Twin Lakes STEM Academy (4239-07) 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.

Twin Lakes STEM Academy (4239-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

> Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

The following criteria was used to determine which students are 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	18	0
Grade 1	12	0
Grade 2	27	1
Grade 3	20	1

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

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

Twin Lakes STEM Academy (4239-07) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

> mClass DIBELS 8th Edition and DDS are used for Dyslexia screening. In the past, an emphasis was placed on screening for Dyslexia in the Fall, as opposed with each assessment in Fall, Winter, and Spring. The school has taken steps to ensure that these screeners are carried out in the Winter and Spring with the same fidelity as the Fall. Additional communication around these windows will be communicated to our parents as part of our parent engagement plan.

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 Twin Lakes STEM Academy (4239-07) 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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	NWEA MAP Universal Screener	NWEA	All students in K-8 are given the NWEA MAP. Students reading below the 45th percentile are referred for screening of characteristics of dyslexia.
Grade 5	NWEA MAP Universal Screener	NWEA	All students in K-8 are given the NWEA MAP. Students reading below the 45th percentile are referred for screening of characteristics of dyslexia.
Grade 6	NWEA MAP Universal Screener	NWEA	All students in K-8 are given the NWEA MAP. Students reading below the 45th percentile are referred for screening of characteristics of dyslexia.
Grade 7	NWEA MAP Universal Screener	NWEA	All students in K-8 are given the NWEA MAP. Students reading below the 45th percentile are referred for screening of characteristics of dyslexia.

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 8	NWEA MAP Universal Screener	NWEA	All students in K-8 are given the NWEA MAP. Students reading below the 45th percentile are referred for screening of characteristics of dyslexia.
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 Twin Lakes STEM Academy (4239-07) to determine which students in grades 4-12 are not reading at grade level:

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:

Twin Lakes STEM Academy will utilize the NWEA MAP Growth Assessment as a universal screener for grades 4-8, to assess grade-level progress in general reading skills, such as Literature and Informational Text Comprehension, Vocabulary Use and Function, and Language and Writing Skills. We will use normed criteria to assess grade-level reading skills.

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

The following table displays the number of students in Twin Lakes STEM Academy (4239-07) 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)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students 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 Twin Lakes STEM Academy (4239-07) 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	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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
- Letter sent home with student

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

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

- · Family engagement nights
- · Parent teacher conferences
- · School events

Continuous Improvement for Parent Notification

Twin Lakes STEM Academy (4239-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

Twin Lakes STEM Academy has screened students for characteristics of dyslexia in past years. In 2025-2026 will be to notify families of students who are identified by our screeners as not reading at grade level and for students who show characteristics of dyslexia, as required by the READ Act. TLSA offers annual events designed to promote our community's literacy engagement. Community engagement events, such as Back-to-School Night and Family Literacy Night, engage families in literacy-related activities to support literacy. This year, our beginning focus will be on educating families about "What is Literacy". We want to ensure our community is informed and involved with all that "literacy" encompasses. Based on district criteria, all students in K-3 will be additionally screened for characteristics of dyslexia using the DIBELS foundational skills screener. Students in 4-8 who are reading below grade-level on the NWEA will be screened using Capti Read Basix for characteristics of dyslexia starting in winter of 2025-2026. Families will be notified at Parent-Teacher conferences when the foundational skills screeners identify their student as showing characteristics of dyslexia.

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.

Twin Lakes STEM Academy (4239-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All students receive instruction in science of reading-based Amplify CKLA in Literacy at grade level for Tier I. Students are screened in the Fall, using DIBELS and NWEA MAP Reading to assess their literacy levels. Students below the cut scores will be referred for Dyslexia screening. Data from these assessments is used for instructional planning, including differentiation, and interventions. Our professional development cycles use this data with our Evidence-Based Profiles to implement best practices that drive student growth. This process is repeated in the Winter and Spring assessment cycles, and includes impacts on scheduling based on student needs.

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

In addition to our processes for matching evidenced-based instruction to student needs, our Strategic Directions Team (SDT) monitors and adjusts plans based on evidence provided through data analysis, including student work. Fidelity will be ensured through the use of examination of student work in SDT, and in our instructional observation and coaching cycles.

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

During our assessment cycles in Fall, Winter, and Spring, K-3 and 4-8 students who score below the cut scores will be assessed using DIBELS foundational skills assessment, which will be used to identify the needed skill. Once data has been used to identify interventions for the needed skill, the students receive Tier II interventions and progress monitoring. Once a student gains the needed skill, they no longer receive Tier II interventions and return to Tier I instruction. Students who are not progressing in the needed skill in Tier II interventions are set up on Tier III interventions, which are progress monitored untilt he student gains the needed skill or is referred to child find.

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

Progress monitoring data collection for students in Tier 3 occurs: Once a month

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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:

Assessment and student work data are collected and examined regularly by instructors, with progress monitoring analyses conducted monthly. Following progress monitoring, student interventions can be adjusted (i.e. return to Tier I, remain in Tier II, move to Tier III).

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

DIBELS foundational skill data, as well as student work and assessment data, shall be used to determine if the student has gained the needed skill. This is defined by student demonstration of the skill at grade level.

Does Twin Lakes STEM Academy (4239-07) 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.

Twin Lakes STEM Academy (4239-07) 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 Twin Lakes STEM Academy (4239-07), 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	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 1	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 2	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 3	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 4	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 5	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90

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Continuous Improvement for Core Reading Instruction and Curricula

Twin Lakes STEM Academy (4239-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Twin Lakes STEM Academy is exploring scheduling options, subject to enrollment and staffing, that would increase instructional time in Literacy from 90 minutes to 100 minutes. This desire is based on student and teacher observation data.

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 Twin Lakes STEM Academy (4239-07) 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	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 1	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 2	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 3	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 4	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 5	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 6	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 7	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 8	Small Group Instruction, Differentiated Assignments	Individualized Instruction, Customized Interventions
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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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.

Twin Lakes STEM Academy (4239-07) is using the following approved professional development program:

· LETRS

Date of expected completion for Phase 1 Professional Development: 07/01/2026

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:

Teachers who do not complete the approved training at a level of proficiency are expected to develop a support plan with administration to assist them in attaining proficiency. This can include study buddies, explicit instruction or coaching in vocabulary and concepts from administration.

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:

All classroom teachers, inclusive of those in Phase I of LETRS, are observed during their Literacy lessons, where evidence of the five areas is tracked using our observation/ evaluation protocol and portal. Reports based on evidence frequency can be pulled by teacher, grade cluster, or whole school.

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:

Twin Lakes STEM Academy administrators and teachers have collaborated with the COMPASS Statewide System of Support in the area of high-quality professional development focused on driving comprehensive literacy improvement through the implementation of structured literacy practice. COMPASS professionals assist administration in coaching and feedback loops, offering additional support and inter-rater reliability.

The following changes in instructional practices have impacted students :

The results of our implementation of evidence-based practices, in partnership with our COMPASS adovcates and LETRS training, has impacted our entire student body, particularly in the area of writing. After two years of writing EBP implementation, data based on instructional outcomes and student work indicate a much stronger community of writers. This led to greater than expected growth for a higher percentage of our Multilingual Learners, as evidenced by end of year NWEA data.

Twin Lakes STEM Academy (4239-07) has implemented the following professional development and support

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for teachers around culturally responsive practices:

In addition to literacy instruction, our entire school is a Responsive Classroom school, paired with the Social Emotional Learning curriculum from Fly 5. This curriculum, and the professional development and planning around it, focus on creating an inclusive and safe learning environment for all students, and is strong on representation. Additionally, our staff have completed professional development on representation in supplemental resources. this allows students to see themselves in the curriculum, and subverts stereotypes among all demographics.

Twin Lakes STEM Academy (4239-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

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):

Twin Lakes STEM Academy will provide additional support to teachers to ensure that vocabulary is taught explicitly, as the school maintains a high population of Multilingual Learners. The school is also exploring additional options for professional development around co-teaching multilingual learners in literacy instruction.

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
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	7	1	6	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	7	0	7	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	3	0	3	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	4	0	0	4

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	0	0	0	0
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	1	0	0	1
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Twin Lakes STEM Academy (4239-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$16,965.62

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

$16,965.62

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development

READ Act Literacy Aid

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

Twin Lakes STEM Academy (4239-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

$8,107.82

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development
- Reading intervention (curriculum, materials, training)

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

$0

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

N/A