

Minnesota READ Act Literacy Plan for 2024-25

For

Belgrade-Brooten-Elrosa Public School District (2364-01)

Date Submitted to the State 06/03/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Belgrade-Brooten-Elrosa Public School District (2364-01). 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

Belgrade-Broten-Elrosa Public School District (2364-01)'s literacy goal(s) for the 2024-25 school year: BBE Schools will implement FASTbridge assessments and use data to make instructional decisions as measured by regular data meetings and implementation of FAST assessments reported to MDE by June 2025. BBE Schools will train all K-5 teachers, all Sp. Ed. Instructors, interventionists, early childhood teachers and elementary administrators in structured literacy practices as measured by the passing of the required assessments. BBE Schools is to assure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2020) for their grade level. The standards are aligned with the district's curriculum and a map is in place to ensure that the standards are taught within the time available.

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

We implemented Fastbridge for grades K-3 improving the quality of our student data and are using that data to drive our intervention groups. We strove to meet additionally in smaller groups with students who showed a higher need in instructional time. We are completing Phase 1 of the MDE approved staff development with LETRS training. Standards based grading was created and implemented in grades K-12.

The following describes how Belgrade-Broten-Elrosa Public School District (2364-01)'s current student performance differs from the literacy goal detailed in the READ Act:

While we have not reached the READ Act goal of having all students reading at or above grade level, we are actively working to increase grade-level proficiency across all grade levels. Also, we are seeing growth in foundational literacy skills at the K-12 level. To support this progress, our grade level team, intervention teachers and admin are working collaboratively on strengthening Tier 1 instruction while continuing with Tier 2 and Tier 3 interventions. We have also increased our intervention to encompass all grades, K-12, at BBE and not just K-5.

Belgrade-Broten-Elrosa Public School District (2364-01)'s literacy goal(s) for the 2025-26 school year: BBE will continue LETRS training, as well as, strengthen educator expertise by continuing professional development in the science of reading. In addition, we will deepen the implementation of evidence-based reading instruction and collaboratively discuss ways to improve our Tier 1 instruction to minimize our need for Tier 2 interventions. BBE will continuously use data to inform instruction and intervention, ensuring the use of effective tools and instructional methods to drive student growth in reading.

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Belgrade-Brooten-Elrosa Public School District (2364-01)'s Local Literacy Plan is posted on the district website at:

<http://bbejaguars.org/district>

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 Belgrade-Broten-Elrosa Public School District (2364-01) 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	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	Star Reading

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Belgrade-Brooten-Elrosa Public School District (2364-01) 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	46	29	44	27	44	29
Grade 1	47	30	48	31	48	31
Grade 2	49	14	47	16	49	20
Grade 3	45	22	46	21	46	20

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 Belgrade-Brooten-Elrosa Public School District (2364-01) 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.

Belgrade-Brooten-Elrosa Public School District (2364-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

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

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	42	CTSTR
Grade 1	48	12
Grade 2	49	16
Grade 3	47	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 Belgrade-Brooten-Elrosa Public School District (2364-01) 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	Star Reading	Renaissance	Vendor Benchmark
Grade 5	Star Reading	Renaissance	Vendor Benchmark
Grade 6	Star Reading	Renaissance	Vendor Benchmark
Grade 7	Star Reading	Renaissance	Vendor Benchmark
Grade 8	Star Reading	Renaissance	Vendor Benchmark
Grade 9	Star Reading	Renaissance	Vendor Benchmark
Grade 10	Star Reading	Renaissance	Vendor Benchmark
Grade 11	Star Reading	Renaissance	Vendor Benchmark
Grade 12	Star Reading	Renaissance	Vendor Benchmark

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 Belgrade-Brooten-Elrosa Public School District (2364-01) 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:

Students will be giving Star Reading assessment and those students who do not meet benchmark as stated by Renaissance will be further screened for characteristics of dyslexia using CaptiReadBasix.

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

The following table displays the number of students in Belgrade-Broten-Elrosa Public School District (2364-01) 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		CTSTR	CTSTR	
5th		CTSTR	CTSTR	
6th		CTSTR	CTSTR	
7th		CTSTR	CTSTR	
8th		CTSTR	CTSTR	
9th		CTSTR	CTSTR	
10th		CTSTR	CTSTR	
11th		CTSTR	CTSTR	
12th		CTSTR	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

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 Belgrade-Broten-Elrosa Public School District (2364-01) 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	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
- Mailed Letter
- Letter sent home with student

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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
- Other - describe (Required)
 - descriptions of the screeners given

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

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Belgrade-Broten-Elrosa Public School District (2364-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

We will include screener letters for all grades K-12.

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.

Belgrade-Brooten-Elrosa Public School District (2364-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Following the completion of FASTBridge benchmarking, BBE will first analyze data to ensure our Tier 1 instruction is reaching the majority of the students. Next, we will continue to utilize the Fastbridge data to determine Tier 2 groups and if needed Tier 3 instruction.

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

BBE will continue to collaborate at the grade level, using data and teacher expertise to effectively meet the needs of all Tier 1 students. Instruction will be guided by research-based practices implemented with fidelity.

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

BBE follows the FASTBridge benchmark goals to identify students in need of Tier 2 and Tier 3 instruction in grades K-5. Middle school uses Renaissance Star Reading and CBM ORF scores.

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 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:

BBE will establish a progress monitoring calendar to guide monthly grade-level meetings. During these meetings, student performance data will be reviewed to identify necessary changes or modifications to Tier 2 and/or Tier 3 interventions.

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

Students need to be at the established goal in 2 consecutive data points.

Does Belgrade-Brooten-Elrosa Public School District (2364-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Belgrade-Brooten-Elrosa Public School District (2364-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

We continue to strengthen our data-driven decision-making by streamlining Tier 2 interventions to align with Tier 1 instruction, providing students with a daily double dose of targeted support to accelerate their progress toward grade-level proficiency.

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.

Belgrade-Brooten-Elrosa Public School District (2364-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Belgrade-Brooten-Elrosa Public School District (2364-01) has participated in MDE MnMTSS professional learning:

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 Belgrade-Brooten-Elrosa Public School District (2364-01), 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	· Other	Comprehensive	90
	· Other	Comprehensive	30
	· Open Court	.	.
	· Tara West	.	.
Grade 1	· Other	Comprehensive	90
	· Open Court	.	.
Grade 2	· Other	Comprehensive	90
	· Open Court	.	.
Grade 3	· Other	Comprehensive	90
	· Open Court	.	.
Grade 4	· Other	Foundational	30
	· Open Court	.	.
Grade 5	· Other	Foundational	30
	· Open Court	.	.

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 Belgrade-Broten-Elrosa Public School District (2364-01) 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	Tara West	UFLI
Grade 1	UFLI; MN Reading Corp	UFLI
Grade 2	UFLI; MN Reading Corp	UFLI
Grade 3	Word Connections; MN Reading Corp	UFLI
Grade 4	Word Connections	N/A
Grade 5	Word Connections	N/A
Grade 6	Really Great Reading	N/A
Grade 7	Really Great Reading	N/A
Grade 8	Really Great Reading	N/A
Grade 9	Really Great Reading	N/A
Grade 10	Really Great Reading	N/A
Grade 11	Really Great Reading	N/A
Grade 12	Really Great Reading	N/A

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.

Belgrade-Brooten-Elrosa Public School District (2364-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/22/2025

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:

At the time, all of the BBE teachers have completed the approved training at the vendor recommended 80% proficiency level.

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:

At BBE, fidelity of instruction is monitored through multiple ongoing data collection practices to ensure that teachers are effectively implementing explicit, systematic, and evidence-based instruction in the five key areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers participate in weekly professional development meetings focused on collaboration, continued learning, and refining instructional practices. These sessions provide a platform for educators to share effective strategies, review current research, and align on instructional expectations. In addition, administrators attend all grade-level meetings to support teachers in analyzing data from Tier 1, Tier 2, and Tier 3 instruction, as well as progress monitoring results. This collaborative review ensures consistent application of interventions and instructional strategies across all classrooms. Fidelity data sources include: Student performance on universal screeners and progress monitoring tools, which help track growth and identify instructional impact. Standards-based grading data, which provides detailed insight into student mastery of specific skills aligned to grade-level expectations. Tiered intervention data, used to evaluate the implementation and effectiveness of support provided to students who need additional instruction. These data points are used not only to assess student outcomes but also to confirm that instruction is being delivered with consistency, accuracy, and adherence to evidence-based practices.

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

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comprehension:

For new staff, BBE assigns a mentor teacher to help guide and provide support to new staff including coaching and feedback. BBE will also be participating in MDE's mentor program in both the elementary and the high school this year.

The following changes in instructional practices have impacted students :

BBE strives to continually learn and grow with their students. As student data shows weaknesses in areas, staff comes together to discuss causes and possible solutions. While we are not at 85% grade level efficiency we are showing growth and will continue to improve on our instructional practices through professional development, team collaboration and utilizing data effectively.

Belgrade-Brooten-Elrosa Public School District (2364-01) has implemented the following professional development and support for teachers around culturally responsive practices:

I need help answering this one.

Belgrade-Brooten-Elrosa Public School District (2364-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

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):

help

Continuous Improvement for Professional Development Plan

Belgrade-Brooten-Elrosa Public School District (2364-01) will make the following changes to the professional development plan for the 2025-26 school year:

We continue to seek professional development that meets the needs of our staff just as we do for our students.

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	3	3	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	8	6	2	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	2	1	1	0
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	4	2	2	0
PreK through grade 5 Curriculum Directors	0	0	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	12	7	5	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

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Grades 4-12 Classroom Educators responsible for reading instruction	6	3	2	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	3	0	0	3
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.

Belgrade-Broten-Elrosa Public School District (2364-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$33,393.00

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

\$33,393.00

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.

Belgrade-Broten-Elrosa Public School District (2364-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$25,162.00

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:

\$0

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

N/A