

Minnesota READ Act Literacy Plan

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

For

Belgrade-Brooten-Elrosa School Dist (2364-01)

Date Submitted to the State 05/26/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Belgrade-Brooten-Elrosa School Dist (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 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Belgrade-Brooten-Elrosa School Dist (2364-01)'s literacy goal(s) for the 2025-26 school year:

District or Charter School Literacy Goals

Belgrade-Brooten-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):

In addition to implementing FastBridge for grades K-3, we utilized Renaissance Learning STAR assessments for grades 3-12 and Capti ReadBasix for grades 4-12 to strengthen the quality and consistency of student data used to drive targeted intervention groups and instructional decision-making.

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

While we are seeing growth in our students literacy skills at the K-12 levels, we are still concerned about those students who are not yet achieving grade level mastery.

Belgrade-Brooten-Elrosa School Dist (2364-01)'s literacy goal(s) for the 2026-27 school year:

By the end of the 2026-2027 school year, Belgrade-Brooten-Elrosa School District will strengthen literacy achievement across all grade levels by continuing LETRS training, expanding professional development in the Science of Reading, and deepening the implementation of evidence-based reading instruction within Tier 1 classrooms. BBE will utilize FastBridge assessments in grades K-3 to identify student reading needs and determine targeted intervention groups. In grades 3-12, BBE will utilize Renaissance Learning STAR assessments to screen for grade-level mastery and identify students needing additional support. The district will also utilize Capti ReadBasix data to further identify students in need of reading interventions and provide targeted instructional support. Through collaborative data discussions, ongoing use of assessment and progress-monitoring data, and continued refinement of Tier 1 instruction, BBE aims to improve overall reading proficiency, strengthen educator expertise, and reduce the number of students requiring Tier 2 interventions.

Local Literacy Plan for Belgrade-Broten-Elrosa School Dist (2364-01)

The Local Literacy Lead, Kristine Bents, for Belgrade-Broten-Elrosa School Dist (2364-01) has an FTE of 1.00

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

Kristine Bents, the District Literacy Lead for Belgrade-Broten-Elrosa School District, actively engages with both District and School Leadership Teams through ongoing collaboration, planning, and data-based decision-making. She works closely with interventionists at both the elementary and high school levels, as well as members of the district administration team, to support the implementation of evidence-based literacy practices and interventions. Through regular communication and collaborative problem-solving, the team reviews student data, identifies instructional needs, monitors intervention effectiveness, and aligns literacy goals across grade levels to ensure consistent and targeted support for student reading growth.

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

Belgrade-Broten-Elrosa School Dist (2364-01) Local Literacy Plan is posted on the district website at

<https://www.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.

Belgrade-Broten-Elrosa School Dist (2364-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Belgrade-Broten-Elrosa School Dist (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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	Renaissance Star Learning, PAST, UFLI
	Grade 1	Vendor Composites using vendor benchmarks	Renaissance Star Learning, PAST, UFLI
	Grade 2	Vendor Composites using vendor benchmarks	Renaissance Star Learning, PAST, UFLI
	Grade 3	Vendor Composites using vendor benchmarks	Renaissance Star Learning, PAST, UFLI

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Belgrade-Broten-Elrosa School Dist (2364-01) will be utilizing the following screening tool(s) in 2026-27:

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

Belgrade-Broten-Elrosa School Dist (2364-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will implement the Oral Language screening subtest to our screening schedule.

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 Belgrade-Broten-Elrosa School Dist (2364-01) 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
Star	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 2

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

Belgrade-Broten-Elrosa School Dist (2364-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

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Capti ReadBasix was used BOY, MOY and EOY.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Belgrade-Broten-Elrosa School Dist (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	43	40	44	28	44	20
1st	42	9	42	10	42	14
2nd	46	17	46	21	46	25
3rd	49	19	50	21	51	19

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 Belgrade-Brooten-Elrosa School Dist (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 School Dist (2364-01) 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	44	24
1st	42	28
2nd	46	21
3rd	51	32

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

Belgrade-Brooten-Elrosa School Dist (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 Word subtest

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

Belgrade-Brooten-Elrosa School Dist (2364-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

We will implement the oral language screening subtest using Fastbridge's Oral Repetition Subtest for grades K-1 and grade 2 as needed.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Belgrade-Brootten-Elrosa School Dist (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.

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	50	50	26	26	26	0
5th	58	58	24	24	24	0
6th	45	45	23	21	21	0
7th	42	42	19	16	16	0
8th	38	37	26	15	15	0
9th	48	47	31	12	12	0
10th	46	41	25	11	11	0
11th	30	23	13	5	5	0
12th	46	34	20	4	4	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.

Belgrade-Broten-Elrosa School Dist (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 in grades K-3 and Renaissance Star Learning benchmarking in grades 4-12, BBE will analyze the data to ensure Tier 1 instruction is effectively meeting the needs of the majority of students. The district will then utilize FASTBridge data in grades K-3, along with Renaissance Star and CAPTI ReadBasix data in grades 4-12, to identify students in need of additional support and determine appropriate Tier 2 intervention groups and, when necessary, 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 FASTBridge benchmark goals in grades K-3 to identify students in need of Tier 2 and Tier 3 instruction and intervention support. In grades 4-12, students complete the Renaissance Star Reading assessment to identify students who are performing below grade level expectations. Students identified as below grade level are then administered the CAPTI ReadBasix screener to further determine specific reading skill deficits and instructional needs in order to provide targeted interventions and supports.

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 collaboratively to determine the effectiveness of current interventions and identify any needed changes or modifications to Tier 2 and/or Tier 3 instruction and supports in order to better meet individual student needs.

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

At the elementary level, students must meet the established benchmark goal on two consecutive data points before exiting intervention services. At the high school level, students exit intervention services once CAPTI ReadBasix data indicates that intervention is no longer recommended.

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 Belgrade-Broten-Elrosa School Dist (2364-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	3 times per year	Letter sent home with student
Grade 7	3 times per year	Letter sent home with student
Grade 8	3 times per year	Letter sent home with student
Grade 9	3 times per year	Letter sent home with student
Grade 10	3 times per year	Letter sent home with student
Grade 11	3 times per year	Letter sent home with student
Grade 12	3 times per year	Letter sent home with student

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

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

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

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

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

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Belgrade-Broten-Elrosa School Dist (2364-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	Kindergarten	120
	Comprehensive	Grade 1	120
	Comprehensive	Grade 2	120
	Comprehensive	Grade 3	120

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: BBE piloted several core curriculum options and engaged in collaborative review and discussion through the district curriculum team to determine the most effective curriculum to support high-quality Tier 1 instruction for all students. The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: BBE dedicated a full year to reviewing and selecting its core curriculum to ensure the best fit for student and instructional needs. Once the curriculum was selected, the district utilized professional development days for initial training and implementation support, along with ongoing monthly in-school trainings to strengthen teacher understanding and effective instructional practices.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Belgrade-Broten-Elrosa School Dist (2364-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

Grades 4 and 5 will begin using Open Court in 2026-2027. We hope to be adding a curriculum to grades 6-8 in the upcoming year as well.

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 Belgrade-Broten-Elrosa School Dist (2364-01) 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
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
Other Resources - HD Word, REWARDS Secondary, Morpheme Magic, and STARI	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25
	Tier 2 & 3	Grade 9	25
	Tier 2 & 3	Grade 10	25
	Tier 2 & 3	Grade 11	25
	Tier 2 & 3	Grade 12	25
Other Resources - Open Court Intervention	Tier 2	Grade 4	30
	Tier 2	Grade 5	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Belgrade-Brootten-Elrosa School Dist (2364-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$33,393

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

\$33,393

READ Act Literacy Aid

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

Belgrade-Brootten-Elrosa School Dist (2364-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$25,162

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

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
MDE approved READ Act professional development	Both

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.

Belgrade-Brooten-Elrosa School Dist (2364-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

07/01/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Belgrade-Brooten-Elrosa School Dist (2364-01) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary

Date of expected completion of Phase 2 Professional Development:

07/01/2027

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 do not have any. All teachers are successfully completing the training.

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:

BBE collects multiple forms of fidelity data to ensure teachers in grades K-12 are implementing systematic, sequential, explicit, and diagnostic evidence-based literacy instruction with consistency and effectiveness. Fidelity measures include classroom walkthroughs and instructional observations conducted by administration and intervention staff using literacy-focused look-for tools aligned to evidence-based instructional practices.

The district also reviews student benchmark, screening, progress monitoring, and intervention data from FASTBridge, Renaissance Star, and CAPTI ReadBasix to determine whether instructional practices are producing expected student growth outcomes. Grade-level and intervention team meetings provide opportunities for staff to collaboratively analyze student performance data, discuss instructional implementation, and identify areas where additional support or adjustments may be needed.

In addition, BBE utilizes ongoing professional development participation, curriculum implementation check-ins, coaching

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conversations, and teacher collaboration during PLC and grade-level meetings to support fidelity of implementation across all grade levels. These combined data sources help ensure literacy instruction remains explicit, systematic, data-driven, and responsive to student learning needs.

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 have coaching support for 1st and 2nd year teachers at BBE, as well as, MN Reading Corps tutor.

The following changes in instructional practices have impacted students:

The implementation of more systematic, sequential, explicit, and diagnostic literacy instruction has led to improved student outcomes across K-12 at BBE. Teachers are utilizing screening and progress monitoring data from FASTBridge, Renaissance Star, and CAPTI ReadBasix to provide targeted instruction and interventions based on student needs. As a result, students are demonstrating growth in reading proficiency, foundational literacy skills, and overall academic performance. Data from benchmark assessments and progress monitoring indicates increased student growth and improved identification and support for students needing Tier 2 and Tier 3 interventions.

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

BBE has begun strengthening culturally responsive practices through ongoing professional learning and staff awareness opportunities designed to support inclusive and responsive instruction for all students. In the spring of 2025, Perry Wilkinson provided Cultural Awareness professional development for district staff. This training supported educators in building awareness and understanding of how culture, identity, experiences, and relationships impact student learning and engagement.

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

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

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):

BBE will continue to provide ongoing literacy-focused professional development opportunities aligned to the Minnesota ELA Standards. Professional development will focus on strengthening evidence-based instructional practices in the areas of foundational reading skills, reading comprehension, vocabulary, writing, speaking, listening, and language instruction. Staff will participate in curriculum-based trainings, data analysis meetings, and instructional collaboration opportunities designed to support systematic, explicit, and diagnostic literacy instruction across grade levels.

13. Professional Development Educator Count

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

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	2	2	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	12	12	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	3	3	0	0
K-3 Classroom teachers	8	8	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	3	3	0	0
K-12 Special Education educators responsible for foundational reading instruction	4	4	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	6	4	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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	3	3	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).

15

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

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

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

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

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

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

Yes

The MnMTSS framework is being utilized:

Yes

Belgrade-Brooten-Elrosa School Dist (2364-01) 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.

Belgrade-Brooten-Elrosa School Dist (2364-01) does not include a DLI Program