

## Minnesota READ Act Literacy Plan for 2024-25

For

Fertile-Beltrami School District (0599-01)

Date Submitted to the State 05/20/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Fertile-Beltrami School District (0599-01). 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

Fertile-Beltrami School District (0599-01)'s literacy goal(s) for the 2024-25 school year:

The Fertile-Beltrami School will provide research-based reading instruction, assessments, and curriculum aligned with the MN K-12 Academic Standards in English Language Arts for all students. Research based interventions on a tiered continuum will be provided for students not performing at grade level expectations. Students at-risk of not reading well will be identified using a comprehensive assessment system that includes screening, diagnostic, and progress monitoring assessments.

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

Our district continued to use FastBridge screening program and tools with our K-3rd grade students and provided curriculum aligned with the MN K-12 academic standards in ELA for all students.

The following describes how Fertile-Beltrami School District (0599-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Most students are reading at or above grade level, and those that are not are making progress towards the goals set by the district and state.

Fertile-Beltrami School District (0599-01)'s literacy goal(s) for the 2025-26 school year:

The Fertile-Beltrami School will provide research-based reading instruction, assessments, and curriculum aligned with the MN K-12 Academic Standards in English Language Arts for all students. Research based interventions on a tiered continuum will be provided for students not performing at grade level expectations. Students at-risk of not reading well will be identified using a comprehensive assessment system that includes screening, diagnostic, and progress monitoring assessments.

Fertile-Beltrami School District (0599-01)'s Local Literacy Plan is posted on the district website at:

<http://www.fertilebeltrami.k12.mn.us/district.html>

## 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 Fertile-Beltrami School District (0599-01) 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 district set benchmark	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	NA

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Fertile-Beltrami School District (0599-01) 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	26	14	25	25	25	25
Grade 1	34	25	34	29	34	30
Grade 2	47	31	46	36	46	34
Grade 3	36	22	36	26	36	22

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 Fertile-Beltrami School District (0599-01) 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.

Fertile-Beltrami School District (0599-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest

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

Vendor composites using district set benchmarks (define below)

2nd grade WPM: 90, 3rd grade WPM 120

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	25	CTSTR
Grade 1	34	CTSTR
Grade 2	46	10
Grade 3	36	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 Fertile-Beltrami School District (0599-01) 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	CBM-R	FastBridge	130
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 Fertile-Beltrami School District (0599-01) 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:

We plan to look at student grades, CBM-R, historical data, and historical MCA data.

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

The following table displays the number of students in Fertile-Beltrami School District (0599-01) 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	24	10	CTSTR	0
5th	0	CTSTR	CTSTR	0
6th	0	CTSTR	CTSTR	0
7th	0	CTSTR	CTSTR	0
8th	0	CTSTR	CTSTR	0
9th	0	CTSTR	CTSTR	0
10th	0	CTSTR	CTSTR	0
11th	0	CTSTR	CTSTR	0
12th	0	CTSTR	CTSTR	0

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



## 7. 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 Fertile-Beltrami School District (0599-01) 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	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	No	
Grade 6	No	
Grade 7	No	
Grade 8	No	
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
- Other - describe (Required)
  - phone calls

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

Fertile-Beltrami School District (0599-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Increased parent notification three times a year, aligned with the screening data.

## 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.

Fertile-Beltrami School District (0599-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Each grade level team meets with the Title I reading intervention teacher to discuss benchmarking results and classroom assessment data. If students aren't meeting grade level targets, we decide as a team where the student's needs are and which intervention group will meet those needs.

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

Classroom teachers use quick lesson check strategies in their classrooms to monitor student understanding, look at assessment data, utilize small group time to monitor understanding and meet individual needs, use charts and student knowledge to fill in, writing assignments, and other assignments/projects.

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

Currently, we serve K-4th grade during Tier Time, our district's MTSS. We take data and information we have gathered to determine what students need more individualized instruction based on our target goals for each grade level. The Title I teacher will have a group of students whose needs are great, and each of the classroom teachers will also have a group of students they work with to meet needs, too. We do not serve 5-12th graders during Tier Time this school year.

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

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:

Each week, FastBridge intervention tools are used per individual student.

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

If students have met their grade level targets consistently, and the classroom teacher and Title I teacher agree, that student will exit the Tier 2 intervention, whether that's with the Title teacher or the classroom teacher.

Then that student will be put into a different TT group, monitored, and discussed again to make sure that they are making gains.

Does Fertile-Beltrami School District (0599-01) 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

## 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.

Fertile-Beltrami School District (0599-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Fertile-Beltrami School District (0599-01) has participated in MDE MnMTSS professional learning:

No data entered

## 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 Fertile-Beltrami School District (0599-01), 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	135
	· Benchmark Literacy	.	.
Grade 1	· Other	Comprehensive	135
	· Benchmark Literacy	.	.
Grade 2	· Other	Comprehensive	135
	· Benchmark Literacy	.	.
Grade 3	· Other	Comprehensive	90
	· Benchmark Literacy	.	.
Grade 4	· Other	Comprehensive	90
	· Benchmark Literacy	.	.
Grade 5	· Other	Comprehensive	90
	· Benchmark Literacy	.	.

## 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 Fertile-Beltrami School District (0599-01) 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	UFLI, phonological awareness journals (Lakeshore), sight word practice, letter sound practice, and Heggerty	Leveled Literacy Intervention program, VOWAC (Vowel Orientated Word Attack Course, Swain Beginning Reading, PCI Reading Comprehension, Everyday Phonics, The Phonological Awareness Book and The Intensive Phonological Awareness Program
Grade 1	HMH Countdown, phonics daily journals, and UFLI	Leveled Literacy Intervention program, VOWAC (Vowel Orientated Word Attack Course, Swain Beginning Reading, PCI Reading Comprehension, Everyday Phonics, The Phonological Awareness Book and The Intensive Phonological Awareness Program
Grade 2	PhonicBooks, vowel team decodable stories, and cloze sentences	Leveled Literacy Intervention program, VOWAC (Vowel Orientated Word Attack Course, Swain Beginning Reading, PCI Reading Comprehension, Everyday Phonics, The Phonological Awareness Book and The Intensive Phonological Awareness Program
Grade 3	Reading comprehension journals, MAZEs, HMH Read 180 Code	Leveled Literacy Intervention program, VOWAC (Vowel Orientated Word Attack Course, Swain Beginning Reading, PCI Reading Comprehension, Everyday Phonics, The Phonological Awareness Book and The Intensive Phonological Awareness Program

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 4	PhonicBooks, SW, MAZEs, reading comprehension, Quickbooks, HMM	Leveled Literacy Intervention program, VOWAC (Vowel Orientated Word Attack Course, Swain Beginning Reading, PCI Reading Comprehension, Everyday Phonics, The Phonological Awareness Book and The Intensive Phonological Awareness Program
Grade 5	NA	NA
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA



## 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.

Fertile-Beltrami School District (0599-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 05/27/2025

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:

All staff completed the training at or above 80% proficiency.

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:

Student screening data as a reflection of classroom implementation.

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:

The district is utilizing Compass and Northwest Service Coop services.

The following changes in instructional practices have impacted students :

Screening data is beginning to positively reflect changes in instructional practices and anticipate these changes to continue.

Fertile-Beltrami School District (0599-01) has implemented the following professional development and support for teachers around culturally responsive practices:

By supporting the relicensure area of cultural competency for educators.

Fertile-Beltrami School District (0599-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

Para Reader training

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

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Grades 4-12 Classroom Educators responsible for reading instruction	2	0	0	2
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	3	2	0	1
Grades 6-12 Instructional support staff who provide reading support	6	0	0	6
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	5	3	0	2

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Fertile-Beltrami School District (0599-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$23,084.06

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

\$23,084.06

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Employing a reading intervention specialist

### READ Act Literacy Aid

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

Fertile-Beltrami School District (0599-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$19,650.48

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:

\$19650

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

Curriculum purchases