Minnesota READ Act Literacy Plan

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

For

Rochester Beacon Academy (4238-07)

Date Submitted to the State 06/05/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Rochester Beacon Academy (4238-07). 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).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Rochester Beacon Academy (4238-07)'s literacy goal(s) for the 2024-25 school year:
No current literacy goal for 2024-2025

The following was implemented or changed to make progress towards the goal(s):
Although we do not have literacy goals this year, we have implemented several key initiatives to prepare for the implementation of a literacy plan for the 2025-2026 school year.. A Literacy Lead position has been created to provide instructional leadership, guide the implementation of best practices, and support alignment across classrooms. We have also added Reading Intervention Teachers to deliver targeted, evidence-based instruction to students requiring additional support. To enhance instructional resources, we have purchased a research-based intervention curriculum designed to address the specific needs of students reading below grade level. In addition, we have planned and scheduled ongoing professional development for both teachers and paraprofessionals, with a focus on strengthening literacy instruction, supporting diverse learners, and increasing instructional consistency across all settings.

The following describes how Rochester Beacon Academy (4238-07)'s current student performance differs from the literacy goal detailed in the READ Act:
The goal of the Minnesota READ Act is "to have every 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). 38% of students meet the definition of On Track in reading as measured by Independent Reading Level Assessment. RBA defines on track as a combination of those students at grade level, which combines the "Low Risk" and "On Track" labels. Baseline Fall 2024 25% of students met the definition of On Track in reading on fall 2024 assessment Spring 2025 Target 2 point (minimum statistically significant) improvement in the percentage of students that meet the definition of On Track in reading over Fall 2024 baseline Spring 2025 Result 38% of students met the definition of On Track in reading on Spring 2025 assessment

Rochester Beacon Academy (4238-07)'s literacy goal(s) for the 2025-26 school year:

RBA will determine the percentage of students enrolled in grade 6 who show grade-level proficiency on the Fastbridge areading assessment. RBA will determine the percentage of students enrolled in grade 7 who show grade-level proficiency on the Fastbridge areading assessment. RBA will determine the percentage of students enrolled in grade 8 who show grade-level proficiency on the Fastbridge areading assessment. RBA will determine the percentage of students enrolled in grade 9 who show grade-level proficiency on the Fastbridge areading assessment. RBA will determine the percentage of students enrolled in grade 10 who show grade-level proficiency on the Fastbridge areading assessment. RBA will determine the percentage of students enrolled in grade 11 who show grade-level proficiency on the Fastbridge areading assessment. RBA will determine the percentage of students enrolled in grade 12 who show grade-level proficiency on the Fastbridge areading assessment.

Rochester Beacon Academy (4238-07)'s Local Literacy Plan is posted on the district website at: https://www.rochesterbeaconacademy.org/

2. Screening Tools K-3

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

The table below details the screening tool used by Rochester Beacon Academy (4238-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

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

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Rochester Beacon Academy (4238-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	0	CTSTR	0	CTSTR	0	CTSTR
Grade 1	0	CTSTR	0	CTSTR	0	CTSTR
Grade 2	0	CTSTR	0	CTSTR	0	CTSTR
Grade 3	0	CTSTR	0	CTSTR	0	CTSTR

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

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Rochester Beacon Academy (4238-07) 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.

Rochester Beacon Academy (4238-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Grade level not served

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

Grade level not served

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
Grade 1	0	CTSTR
Grade 2	0	CTSTR
Grade 3	0	CTSTR

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

5. Screening Tools 4-12

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

The table below details the screening tool(s) used by Rochester Beacon Academy (4238-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

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

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

The following method will be used by Rochester Beacon Academy (4238-07) to determine which students in grades 4-12 are not reading at grade level:

Capti ReadBasix

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

Administered in the Winter and within the last 6 weeks in Spring, based on results of initial Fastbridge aReading 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 Rochester Beacon Academy (4238-07) 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	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	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 Rochester Beacon Academy (4238-07) notify parents or guardians when children are identified as not reading at grade level?

No

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.

Rochester Beacon Academy (4238-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:
All students in grades 6-12 will take the Fastbridge areading assessment within the first 4 weeks of school. This assessment measures oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Based on the results of this initial assessment, we will determine which students demonstrate grade-level proficiency in reading. Any students who are reading below grade level will receive.
The processes for monitoring fidelity and differentiating Tier 1 instruction include:
Teachers are in the process of building curriculum maps that align with state standards. Instruction will include checklists and rubrics to monitor student progress toward meeting standards. In addition, all teachers receive three (3) observations by administration each school year and are encouraged to self-reflect frequently. During the 2025-2026 school year, we will implement a data review cycle following each Fastbridge aReading assessment.
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
Any students who qualify for special education services or demonstrate reading proficiency below grade level on the initial Fastbridge aReading assessment in the fall will qualify for Tier 2 interventions. Tier 3 interventions will be provided for any students who have a reading goal on their IEP and/or demonstrate reading proficiency more than 2 grades below grade level.
Progress monitoring data collection for students in Tier 2 occurs: Other: Explain below
3 times/year using Fastbridge areading assessment
Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below
3 times/year using Fastbridge areading assessment

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

We do not have any established protocols at this time.

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

Students will be exited from reading intervention services when they demonstrate grade level proficiency on two consecutive Fastbridge areading assessments.

Does Rochester Beacon Academy (4238-07) 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

Continuous Improvement for Data-Based Decision Making for Action

Rochester Beacon Academy (4238-07) 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:

RBA will establish a data review process during the 2025-2026 school year as we implement the Fastbridge areading assessment.

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.

Rochester Beacon Academy (4238-07) 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 Rochester Beacon Academy (4238-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

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

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Continuous Improvement for Core Reading Instruction and Curricula

Rochester Beacon Academy (4238-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

No data entered

11. Reading Interventions

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

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Rochester Beacon Academy (4238-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	NA	NA
Grade 1	NA	NA
Grade 2	NA	NA
Grade 3	NA	NA
Grade 4	NA	NA
Grade 5	NA	NA
Grade 6	Co-taught ELA	Resource Classroom
Grade 7	Co-taught ELA	Resource Classroom
Grade 8	Co-taught ELA	Resource Classroom
Grade 9	Co-taught ELA	Resource Classroom
Grade 10	Co-taught ELA	Resource Classroom
Grade 11	Co-taught ELA	Resource Classroom
Grade 12	Co-taught ELA	Resource Classroom

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Continuous Improvement for Reading Interventions

Rochester Beacon Academy (4238-07) will make the following changes to reading interventions for the 2025-26 school year:

All students across the school will participate in a dedicated Reading class in addition to their core Language Arts instruction. A re

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.

Rochester Beacon Academy (4238-07) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development: 11/03/2025

Synchronous professional development sessions were facilitated by:

- No data entered

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:

We have not yet completed our approved 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:

RBA does not serve elementary students.

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:

RBA does not serve elementary students.

The following changes in instructional practices have impacted students :

Na

Rochester Beacon Academy (4238-07) has implemented the following professional development and support for teachers around culturally responsive practices:

We have not implemented professional development around culturally responsive literacy practices at this time. In 2025-2026 we plan to support teachers and implement culturally responsive literacy practices by: Facilitating ongoing professional development focused on culturally responsive pedagogy. Continuing to build a library of literature that includes diverse and inclusive materials. Literacy lead will provide coaching, co-teaching opportunities, modeling and feedback.

Rochester Beacon Academy (4238-07) engaged with the Regional Literacy Network through the following:

- Attended Local Certified Facilitator Community of Practice

Local Literacy Plan for Rochester Beacon Academy (4238-07)

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):

Professional development for literacy instruction will focus on Phase 1 and Phase 2 staff members completing the approved training through CAREI. The district will also be implementing professional development led by the Districts Literacy Lead.

Continuous Improvement for Professional Development Plan

Rochester Beacon Academy (4238-07) will make the following changes to the professional development plan for the 2025-26 school year:

Professional development for literacy instruction will focus on Phase 1 and Phase 2 staff members completing the approved training through CAREI. The district will also be implementing professional development led by the Districts Literacy Lead.

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

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

Grades 4-12 Classroom Educators responsible for reading instruction	4	0	0	4
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	16	0	0	15
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	3	0	0	3

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Rochester Beacon Academy (4238-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$0.00

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

$0.00

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.

Rochester Beacon Academy (4238-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

$3,794.30

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:

$3794

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

Remaining funds will be spent on the required READ Act training.