

Minnesota READ Act Literacy Plan

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

For

Rochester Beacon Academy (4238-07)

Date Submitted to the State 06/01/2026

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 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

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 proficien cy 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.

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

Rochester Beacon Academy has made meaningful progress toward its literacy goals by implementing a comprehensive, evidence-based approach aligned with the MN Read Act. A dedicated District Literacy Lead was appointed to oversee the implementation of the MN Read Act, ensuring fidelity to literacy best practices, coordinating professional development, and maintaining accountability across the district. We adopted Amplify, a research-backed English Language Arts (ELA) curriculum, to provide consistent, high-quality instruction in reading and writing while aligning with Minnesota's academic standards. To support students who need additional help, the district Literacy Lead was trained and also implemented Tier 2 interventions as part of its Multi-Tiered System of Supports (MTSS), offering targeted literacy support for struggling readers through structured programs and progress monitoring. All teachers received professional development led by Regional and District Literacy Leads, focusing on the Science of Reading. Rochester Beacon Academy also implemented FastBridge benchmarking and the diagnostic assessment, Capti ReadBasix, to identify at-risk students, monitor progress, and guide instructional decisions through universal screenings and progress monitoring. Additionally, Read Act required professional development, Carieall Literacy training was provided to Phase 1, staff directly involved in reading instruction. Together, these initiatives reflect Rochester Beacon Academy's commitment to equity, excellence, and continuous improvement in literacy education, ensuring all students receive the support they need to succeed.

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The following describes how Rochester Beacon Academy (4238-07)'s current student performance differs from the literacy goal detailed in the READ Act:

6-12 Reading On Track-53% of students meet the definition of On Track in reading as measured by FastBridge aReading benchmarking assessment. RBA defines on track as a combination of those students at grade level, which combines the "Low Risk" and "College Pathway" labels. Baseline Fall 2025- 45% of students met the definition of On Track in reading on FastBridge aReading benchmarking assessment. Spring 2026 Result-53% 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 2026-27 school year:

The literacy goal for Rochester Beacon Academy is that by May 25, 2027, 60% of 6th-12th grade students will demonstrate College Pathway and Low Risk scores on the FastBridge aReading benchmarking assessment, as measured by a 5% annual increase from the 2025 baseline (53%), through a comprehensive, evidence-based literacy plan aligned with the MN Read Act.

The Local Literacy Lead, Megan Bonin, for Rochester Beacon Academy (4238-07) has an FTE of .20

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

The District Literacy Lead supports teachers and leaders by planning and reviewing FastBridge and Capti ReadBasix assessments to guide improvements, training teachers four times a year on the science of reading and how to use these strategies in all subjects, and meeting with all staff to explain assessments while providing one-on-one coaching to improve reading instruction. They also work closely with the Regional Literacy Lead, attend monthly PLCs, and lead Tier 2 intervention teams, keeping school leadership updated on progress. The District Literacy Lead supports teachers and leaders by planning and reviewing FastBridge and Capti ReadBasix assessments to guide improvements, training teachers four times a year on the science of reading and how to use these strategies in all subjects, and meeting with all staff to explain assessments while providing one-on-one coaching to improve reading instruction. They also work closely with the Regional Literacy Lead, attend monthly PLCs, and lead Tier 2 intervention teams, keeping school leadership updated on progress. Their goal is to create a strong, consistent, and effective literacy program for all students.

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](#)

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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

Rochester Beacon Academy (4238-07) 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.

Rochester Beacon Academy (4238-07) - Does not serve students in grades K-3 at this organization.

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 Rochester Beacon Academy (4238-07) 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
FastBridge aReading	Grade 8	3 time per year	District set benchmarks - A reading score that indicates "high risk" or "some risk" will require taking the Capti ReadBasix.
	Grade 9	3 time per year	District set benchmarks - A reading score that indicates "high risk" or "some risk" will require taking the Capti ReadBasix.
	Grade 10	3 time per year	District set benchmarks - A reading score that indicates "high risk" or "some risk" will require taking the Capti ReadBasix.
	Grade 6	3 time per year	District set benchmarks - A reading score that indicates "high risk" or "some risk" will require taking the Capti ReadBasix.
	Grade 11	3 time per year	District set benchmarks - A reading score that indicates "high risk" or "some risk" will require taking the Capti ReadBasix.
	Grade 12	3 time per year	District set benchmarks - A reading score that indicates "high risk" or "some risk" will require taking the Capti ReadBasix.

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 7	3 time per year	District set benchmarks - A reading score that indicates "high risk" or "some risk" will require taking the Capti ReadBasix.

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

Rochester Beacon Academy (4238-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. 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
1st	0	CTSTR	0	CTSTR	0	CTSTR
2nd	0	CTSTR	0	CTSTR	0	CTSTR
3rd	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

5. 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) 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	0	CTSTR
1st	0	CTSTR
2nd	0	CTSTR
3rd	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

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 levels not served

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	0	0	0	CTSTR	CTSTR	0
5th	0	0	0	CTSTR	CTSTR	0
6th	6	4	4	CTSTR	CTSTR	0
7th	12	4	5	CTSTR	CTSTR	0
8th	14	14	6	CTSTR	CTSTR	0
9th	15	14	4	CTSTR	CTSTR	1
10th	19	18	10	0	6	1
11th	20	19	11	0	3	3
12th	23	22	1	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. 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:

At Rochester Beacon Academy, we use FastBridge reading tests three times a year to monitor all students' progress. If a student needs extra help, we give them the Capti ReadBasix test to identify their exact reading gaps. Based on the results, we provide the right support: Tier 1 offers strong reading lessons for all students using our Amplify curriculum, Tier 2 provides small-group help for students who need it, focusing on their specific struggles, and Tier 3 delivers one-on-one support for students who require more intensive help. We track progress every few weeks and adjust support as needed, while teachers receive ongoing training to teach reading effectively. By meeting regularly to review data and plan next steps, we ensure every student gets the help they need to improve.

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

Teachers are observed 3 times per year by administration. Regional and District Literacy Leads will provide observations and coaching to monitor and support classroom fidelity.

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

Tier 2 and Tier 3 instruction will be determined by FastBridge risk levels, and Capti ReadBasix results.

Progress monitoring data collection for students in Tier 2 occurs:

Once a month

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:

FastBridge Progress Monitoring and/or reading passages, CBMs, and teacher created progress monitoring.

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

Exit from Tier 2 and 3 intervention will be determined by progress monitoring and unit assessments, as well as FastBridge screening results.

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 Rochester Beacon Academy (4238-07) 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
Grade 6	2 times per year	Parent teacher conferences
	Other - As needed	Digital messaging
Grade 7	2 times per year	Parent teacher conferences
	Other - As needed	Digital messaging
Grade 8	2 times per year	Parent teacher conferences
	Other - As needed	Digital messaging
Grade 9	2 times per year	Parent teacher conferences
	Other - As needed	Digital messaging
Grade 10	2 times per year	Parent teacher conferences
	Other - As needed	Digital messaging
Grade 11	2 times per year	Parent teacher conferences
	Other - As needed	Digital messaging
Grade 12	2 times per year	Parent teacher conferences
	Other - As needed	Digital messaging

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:

- Parent teacher conferences

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](#).

Rochester Beacon Academy (4238-07) does not serve grades K-5.

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 Rochester Beacon Academy (4238-07) 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
Other Resources - Groves Tier II	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
	Tier 2	Grade 9	30
	Tier 2	Grade 10	30
	Tier 2	Grade 11	30
	Tier 2	Grade 12	30

Continuous Improvement for Literacy Intervention Resources

Rochester Beacon Academy (4238-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

Tier III Intervention

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Rochester Beacon Academy (4238-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$0

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

\$0

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 2024 school year:

\$3,794

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
Stipends for teachers completing literacy professional development	Read Act Literacy Aid

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.

Rochester Beacon Academy (4238-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

05/30/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Rochester Beacon Academy (4238-07) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary

Date of expected completion of Phase 2 Professional Development:

05/30/2027

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:

Teachers are required to achieve at least an 80% proficiency level in training provided by approved vendors. If a teacher does not meet this threshold, a Performance Improvement Plan (PIP) will be implemented, and the course will need to be retaken.

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:

Regional Literacy Leads, District Literacy Leads, and school leadership will collaborate to conduct classroom observations. This process ensures that teachers are consistently applying evidence-based literacy instruction methods. 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:

Regional Literacy Leads, District Literacy Leads, and school administrators will provide targeted coaching and support to ensure teachers consistently implement evidence-based literacy instruction.

The following changes in instructional practices have impacted students:

During the first year of implementing the Read Act, teachers participated in ongoing training led by the Regional Literacy Lead focused on The Science of Reading. This training supported the development of a cohesive and uniform approach to vocabulary and multisyllabic word strategies, ultimately improving student outcomes.

Rochester Beacon Academy (4238-07) has implemented the following professional development and support for

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teachers around culturally responsive literacy practices:

Our district is integrating culturally responsive literacy practices into our charter school, which serves high-need students. Updates include diverse texts, teacher training, and coaching to make literacy more inclusive and engaging. The district provides ongoing support to help teachers implement these strategies effectively.

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

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

Our schools Intervention teacher will receive training in Tier II reading intervention program. Paraprofessionals will be trained for 8 hours by Regional and District Literacy on the Science of Reading.

Continuous Improvement for Professional Development Plan

Rochester Beacon Academy (4238-07) will make the following changes to the professional development plan for the 2026-27 school year:

Phase II teachers will participate in the required Read Act professional development alongside their colleagues.

Paraprofessionals will engage in an 8-hour Science of Reading professional development session led by the Regional Literacy Lead. Additionally, teachers will continue their Science of Reading professional development with the Regional Literacy Lead. They will also receive coaching and observations from both the District Literacy Lead and the Regional 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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	0	0	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	0	0	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	0	0	0	0
K-3 Classroom teachers	0	0	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	1	0	0	1
K-12 Special Education educators responsible for foundational reading instruction	5	5	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	1	0	0	1
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	4	0	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).

0

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.

Rochester Beacon Academy (4238-07) is implementing a multi-tiered system of support framework:

No

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Rochester Beacon Academy (4238-07) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Tier 1: Core Classroom Instruction (All Students) What it is: High-quality reading instruction for every student using the Amplify ELA curriculum. Progress Monitoring: FastBridge aReading assessments administered three times a year (fall, winter, spring). Teachers use data to adjust instruction for all students. **Tier 2: Targeted Help (Students Who Need Extra Support)** Who gets it: Students who score "some risk" on FastBridge assessments twice in a row. What it looks like: Small-group lessons (3-4 students) for 30 minutes, 3-5 times per week. Focus on specific skills (phonics, fluency, comprehension). Capti ReadBasix diagnostic test identifies exact skill gaps. Progress Monitoring: Monthly check-ins with FastBridge and teacher-created tools. Adjustments made if students aren't improving. **Tier 3: Intensive Support (Students Who Need More Help)** Who gets it: Students who don't improve with Tier 2 support. What it looks like: One-on-one or very small-group lessons (1-3 students) for 45-60 minutes daily. Customized plans to address severe reading challenges. Progress Monitoring: Weekly check-ins with FastBridge and ReadBasix. Frequent updates to intervention plans

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.

Rochester Beacon Academy (4238-07) does not include a DLI Program