

Minnesota READ Act Literacy Plan

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

For

Beacon Academy (4124-07)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Beacon Academy (4124-07). 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

Beacon Academy (4124-07)'s literacy goal(s) for the 2024-25 school year:

For grades K through 8, student performance on FastBridge assessments will improve by 3 percentage points from Fall to Spring.

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

To advance progress toward this goal, we offered targeted professional development and trained staff in Orton-Gillingham and Language Arts (OL&LA) methodologies. Additionally, we purchased a new K-5 literacy curriculum, which will be implemented starting in the 2025-26 school year.

The following describes how Beacon Academy (4124-07)'s current student performance differs from the literacy goal detailed in the READ Act:

The Read Act aims for every Minnesota child to read at or above grade level annually, starting in Kindergarten, with particular support for multilingual learners and students receiving special education services to meet their individualized reading goals. At Beacon Academy, we are committed to this vision; however, we recognize that current student performance does not yet fully meet these expectations. To address these challenges, we provide targeted classroom strategies, interventions, and ongoing professional development designed to boost literacy outcomes and close achievement gaps.

Beacon Academy (4124-07)'s literacy goal(s) for the 2025-26 school year:

Our 2024-25 goal was for students in grades K through 8 to improve their performance on FastBridge assessments by 3 percentage points from Fall to Spring. For the 2025-26 school year, Beacon Academy will continue to monitor student progress using FastBridge, while maintaining ongoing professional development and OL&LA training for educators and administrators.

Beacon Academy (4124-07)'s Local Literacy Plan is posted on the district website at:

<https://beaconacademy.com/academics/curriculum/>

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 Beacon Academy (4124-07) 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	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Beacon Academy (4124-07) 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	41	26	43	9	44	13
Grade 1	47	15	49	12	50	10
Grade 2	47	18	48	13	49	20
Grade 3	41	19	39	20	41	23

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 Beacon Academy (4124-07) 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.

Beacon Academy (4124-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

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	1
Grade 1	50	5
Grade 2	49	6
Grade 3	41	3

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 Beacon Academy (4124-07) 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 Beacon Academy (4124-07) to determine which students in grades 4-12 are not reading at grade level:

Students are assessed at the start of the school year or within three weeks of enrolling. Additional assessments using FastBridge are conducted during the winter and spring.

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

Students in grades 4-12 who are not reading at grade level will be assessed using Capti ReadBasix three times per year (in the Fall, Winter, and Spring) or within three weeks of enrollment.

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

The following table displays the number of students in Beacon Academy (4124-07) 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	60	21	14	0
5th	70	17	17	0
6th	77	25	25	0
7th	76	20	20	0
8th	54	16	16	0
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 Beacon Academy (4124-07) 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	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
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
- Mailed Letter

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed
- Other - describe (Required)
 - The Individual Skills Report and Cover Letter explaining how to read the report as well as services that will be provided

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

- Parent teacher conferences
- School events
- Other - describe (Required)
 - Beacon Bash in January, after school book clubs (elementary & middle school), Back-to-School Night Reading in

Continuous Improvement for Parent Notification

Beacon Academy (4124-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

With the implementation of FastBridge, we envision parent notification being different from the Beacon Academy Parent Involvement Plan 2024-25 that was submitted last June, 2024. Notification will be met with the FastBridge Family Report, Individual Skills Report and Cover Letter explaining how to read the report as well as services that will be provided based on percentile of student score, and the Personal Learning Plan.

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.

Beacon Academy (4124-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Screening and diagnostic data are used to identify skill gaps and determine student needs. Based on this data, evidence-based instruction and interventions are selected and matched to each student. Progress is monitored regularly to ensure the support is effective and adjusted as needed.

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

Fidelity of Tier 1 instruction is monitored through classroom observations, pre and post observation conversations, and walkthroughs. To differentiate instruction, teachers use screening and formative assessment data to group students by skill level and adjust instruction, materials, and pacing to meet diverse learning needs within the core curriculum. Ongoing professional development supports effective implementation.

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

Students are identified for Tier 2 intervention based on universal screening data and teacher input. Tier 2 instruction would include small group lessons within the classroom, tailored to the students' individual needs. Students scoring below the 10th percentile, or those who do not respond adequately to Tier 2 supports, are considered for Tier 3 intensive intervention with Title 1/ADSS teachers. Additional diagnostic assessments help further define instructional needs.

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:

For students receiving Tier 2 or Tier 3 reading interventions, progress is monitored regularly using curriculum-based measurement tools, such as FastBridge and classroom curriculum (Heggerty, Open Court, and Wonders). Tier 2: Progress is monitored every 2-3 weeks to track student response and determine if adjustments are needed. Tier 3: Progress is monitored weekly to ensure timely data for more intensive needs. Data is reviewed by the intervention team to assess growth, determine effectiveness of instruction, and make decisions about intensifying, modifying, or fading supports. Instructional adjustments are made based on rate of progress, level of performance, and alignment with evidence-based practices.

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

Students may exit Tier 3 intensive intervention when progress monitoring data shows consistent performance at or above grade-level benchmarks over multiple data points (typically 6-8 weeks), and when they

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demonstrate mastery of targeted skills. After exiting Tier 3, students often continue receiving Tier 2 small group instruction as part of ongoing support within core instruction. Students may exit Tier 2 when they consistently meet grade-level expectations on universal screeners, classroom assessments, and show sustained growth without additional support. However, Tier 2 small group instruction remains a routine part of core reading instruction for all students.

Does Beacon Academy (4124-07) 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

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.

Beacon Academy (4124-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Beacon Academy (4124-07) has participated in MDE MnMTSS professional learning:

No

10. Core Curricular Resource Grades K-5

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

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Beacon Academy (4124-07), 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	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	60
	· Heggerty	Foundational	15
Grade 1	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	60
	· Heggerty	Foundational	15
Grade 2	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	60
	· Heggerty	Foundational	15
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	80
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	80
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	80

Continuous Improvement for Core Reading Instruction and Curricula

Beacon Academy (4124-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We are implementing new curricula in 2025-26, which includes Open Court for K-2 and Wonders for 3-5.

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 Beacon Academy (4124-07) 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	FastBridge
Grade 1	NA	FastBridge
Grade 2	NA	FastBridge
Grade 3	NA	FastBridge
Grade 4	NA	FastBridge
Grade 5	NA	FastBridge
Grade 6	NA	FastBridge, SIPPS
Grade 7	NA	FastBridge, SIPPS
Grade 8	NA	FastBridge, SIPPS
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.

Beacon Academy (4124-07) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 03/27/2025

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:

Collaboration with team members will be included, along with four formal observations focused on literacy practices. Each observation will be supported by pre- and post-meetings to discuss and guide implementation. If a teacher does not complete the training, they will be required to retake the course during the next session.

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:

Our school uses FastBridge assessments to monitor student progress and guide instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Fidelity is supported through regular classroom observations and coaching cycles focused on evidence-based literacy practices. Teachers meet in PLCs to analyze data and align instruction, with documentation of strategies and next steps. Completion of required literacy training is tracked, and implementation is monitored.

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 provide targeted coaching support through regular observation cycles, modeling, and feedback led by the Q-Comp Coordinator, Lead Teacher, and Administrators. They work directly with teachers to strengthen implementation of explicit, systematic, evidence-based practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The following changes in instructional practices have impacted students :

The shift to explicit, systematic literacy instruction has led to notable gains in student achievement. MCA literacy scores have increased significantly, and FastBridge data shows consistent improvement in key reading areas, demonstrating strong student growth.

Beacon Academy (4124-07) has implemented the following professional development and support for

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teachers around culturally responsive practices:

Our district provides six professional development sessions each year focused on culturally responsive practices based on teacher needs. Staff also have dedicated time to complete OL&LA trainings. These efforts support teachers in applying culturally responsive literacy strategies in their classrooms.

Beacon Academy (4124-07) 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):

We will provide in-person training on the new MN Read Act-aligned literacy curriculum to ensure teachers are confident and prepared to implement it effectively.

Continuous Improvement for Professional Development Plan

Beacon Academy (4124-07) will make the following changes to the professional development plan for the 2025-26 school year:

The changes will be specifically designed to align with our new literacy curriculum and address the needs of both staff and students for effective implementation.

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)	1	1	0	0
K-3 Classroom Educators	9	5	0	4
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	3	0	0
K-12 Reading Interventionists	2	2	0	0
K-12 Special Education Educators responsible for reading instruction	4	4	0	0
PreK through grade 5 Curriculum Directors	0	0	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	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	0	0	0	0
Grades 6-12 Curriculum Directors	2	0	0	2
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Beacon Academy (4124-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$36,033.00

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

\$32,430.00

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)

READ Act Literacy Aid

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

Beacon Academy (4124-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$20,809.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Stipends for teachers completing literacy training

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$0

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

NA