

Minnesota READ Act Literacy Plan

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

For

Birch Grove Community School (4145-07)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Birch Grove Community School (4145-07). 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

Birch Grove Community School (4145-07)'s literacy goal(s) for the 2024-25 school year:

Providing intentional professional development to increase teacher knowledge of foundational reading skill development in order to improve instructional pedagogy. Develop a comprehensive system of screening for all K-5th-grade students at Birch Grove Community School to identify and support students who are not proficient in the area of literacy. Utilize specific data to create district goals and objectives aimed at increasing literacy proficiency. • Implement the FastBridge screening process for all K-5th grade students to identify individuals who are not proficient in literacy based on specific criteria and assessment measures. • Develop targeted interventions and support programs tailored to the needs of students identified through the screening process, incorporating evidence-based practices and resources. Birch Grove Community School will evaluate our curriculum and intervention resources to ensure alignment with evidence-based practices.

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

Birch Grove provided an increase of intentional professional development for teachers, focusing on reading skills, documentation and intervention. The school successfully implemented the FastBridge screening process for all students to identify literacy proficiency and create classroom interventions. Once students were identified through the screening process, staff utilized FastBridge interventions and progress monitoring to develop support programs and incorporate evidence-based practices to make gains toward grade-level reading proficiency.

The following describes how Birch Grove Community School (4145-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Birch Grove continues to support students to strive for at and above level growth. The READ Act goal is: 100% of students reading at grade level and 100% of special education students meeting reading goals in order to meet grade level. Birch Grove students currently meet at 64% of general education students at or above grade level benchmarks with 100% of special education students meeting their reading goals, working towards grade-level proficiency.

Birch Grove Community School (4145-07)'s literacy goal(s) for the 2025-26 school year:

Increased documentation and utilization of a tiered intervention system to assist in student growth and identification of special education supports. Increase general education reading proficiency to align with READ Act goal. Continue to have all special education students meet their reading goals and making gains toward grade level benchmarks. Continue professional development focused on the foundations of reading and effective intervention strategies for all teachers.

Local Literacy Plan for Birch Grove Community School (4145-07)

Birch Grove Community School (4145-07)'s Local Literacy Plan is posted on the district website at:

<https://www.birchgroveschool.com/Policies-and-Reports>

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 Birch Grove Community School (4145-07) 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 Birch Grove Community School (4145-07) 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	3	CTSTR	3	CTSTR	3	CTSTR
Grade 1	12	7	12	7	12	7
Grade 2	8	CTSTR	8	CTSTR	8	CTSTR
Grade 3	8	CTSTR	7	CTSTR	7	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 Birch Grove Community School (4145-07) 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.

Birch Grove Community School (4145-07) 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:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	3	CTSTR
Grade 1	15	6
Grade 2	8	CTSTR
Grade 3	9	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 Birch Grove Community School (4145-07) 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	FastBridge CBM Reading	FastBridge	Vendor composites using vendor benchmarks
Grade 5	FastBridge CBM Reading	FastBridge	Vendor composites using vendor benchmarks
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 Birch Grove Community School (4145-07) to determine which students in grades 4-12 are not reading at grade level:

The district/charter school will utilize Capti ReadBasix as a key tool to support the implementation of the READ Act by systematically identifying students who are not reading at grade level in grades 3-5. Capti ReadBasix will be administered as part of our universal literacy screening process at the beginning of the school year and repeated in winter and spring. Capti ReadBasix assessments will provide detailed insights into students' reading abilities, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Using this information, teachers and literacy teams will promptly identify students who are at risk of reading difficulties or falling below grade-level expectations. Progress monitoring data from Capti ReadBasix will be regularly reviewed in collaborative data team meetings to adjust instruction, celebrate growth, and address challenges.

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:

If available from the vendor, teachers will use Capti ReadBasix to assess students in the first month of school for initial diagnostics. Otherwise they will follow the May 2025 MDE recommendation to begin assessment in winter of 2026. Further assessment would be completed on the same schedule as other district universal screeners. Focused instruction, reading skills practice, and progress monitoring plans will be developed after assessments and utilized to track student progress.

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

The following table displays the number of students in Birch Grove Community School (4145-07) 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	7	CTSTR	CTSTR	CTSTR
5th	4	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 Birch Grove Community School (4145-07) 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	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:

- Parent teacher conferences
- Other - describe (Required)
 - parents are provided with individualized summary reports of FastBridge results twice a year. At that time, supp

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)
 - parents are provided with individualized summary reports of FastBridge results twice a year. At that time, supp

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

- Parent teacher conferences
- School events
- Other - describe (Required)
 - The community and families are connected with goals and classroom projects through a weekly newsletter that

Continuous Improvement for Parent Notification

Birch Grove Community School (4145-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

For the 2025-2026 school year, Birch Grove will provide parents with information about intervention systems and specific growth progress reports regarding interventions for students who do not meet grade-level benchmarks. Parents will also be offered informational materials regarding dyslexia and READ Act school reporting provided by MDE.

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.

Birch Grove Community School (4145-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The district follows a comprehensive, data driven process to ensure evidence-based instruction and intervention are matched to each student's needs. Universal screening is done in the first month of school to evaluate foundational reading skills including; phonemic awareness, phonics, fluency, vocabulary, and comprehension. Screening also provides an initial snapshot of each student's reading level, identifying those who are not yet reading at grade level. Universal screening using FastBridge (and Capti ReadBasix in 2025-2026) is completed three times per year to track progress and to identify students in need of intervention supports. The teaching team reviews and analyzes data to review effectiveness of instruction and plan interventions. Students who score at risk receive targeted, evidence-based intervention that directly address areas of need, to develop skills and work toward grade-level benchmarks.

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

Birch Grove monitors fidelity of instruction by using the processes and data from universal testing and the supporting interventions. Teachers also use regular classroom observations and data analysis, including classroom work progress, and skill progress in reading platforms such as Lexia to design consistent, effective literacy instruction.

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

Students enter Tier 2 supplemental instruction when scoring "some risk" on FastBridge testing or show difficulty with grade level content in class. Students enter tier 3 targeted reading intervention when either of the two criteria has been met: Student scores "high risk" on FastBridge or Capti ReadBasix reading assessments in any test or subtest. Student scores more than 1 grade below grade level on informal literacy assessments or reading records. These criteria are the same for grade K-3, and 4-5.

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

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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:

If students are not making progress in Tier 2 or Tier 3 supplemental instruction/interventions, another intervention, focusing on the foundational reading skill in the area identified, will be started. After the second intervention with insufficient progress, the teacher will fill out the Child Find packet packet to begin documentation for special education referral.

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

Exit from supplemental instruction will happen when a student has been assessed and documented at low risk for 3 consecutive weeks using FastBridge (K-3) or Capti ReadBasix (3-5) progress monitoring reports. Students will exit intensive Tier 3 intervention when they have scored some risk for 3 consecutive weeks using FastBridge (K-3) or Capti ReadBasix (3-5) progress monitoring reports.

Does Birch Grove Community School (4145-07) 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.

Birch Grove Community School (4145-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Birch Grove Community School (4145-07) 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 Birch Grove Community School (4145-07), 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	· HMH Journey's Reading Program	Comprehensive	90
Grade 1	· HMH: Journey's	Comprehensive	90
Grade 2	· HMH: Journey's	Comprehensive	90
Grade 3	· HMH: Journey's	Comprehensive	90
Grade 4	· HMH: Journey's	Comprehensive	90
Grade 5	· HMH: Journey's	Comprehensive	90

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 Birch Grove Community School (4145-07) 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	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended
Grade 1	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended
Grade 2	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended
Grade 3	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended
Grade 4	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended
Grade 5	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended	FastBridge recommended Interventions, Lexia, Lexia instruction interventions when recommended
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Birch Grove Community School (4145-07) will make the following changes to reading interventions for the 2025-26 school year

The district will use data and intervention recommendations provided by Capti ReadBasix reports for students in fourth and fifth

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.

Birch Grove Community School (4145-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 09/30/2025

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:

If teachers were to score below 80% proficient, they would be supported through discussion at weekly teacher meetings. Discussions would focus on ensuring comprehension of topics and ideas on the implementation of key ideas in LETRS sessions. All teachers are encouraged to work together to share ideas and interventions to support understanding and receive constructive feedback.

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:

Elementary teachers implement explicit, systematic, evidence-based instruction effectively in the five key reading areas by adherence to teaching all state standards and ensuring that the correct dosage and duration of instructional time is allocated for each of the five areas of phonemic awareness. Teacher observations are also used to assess the quality of teacher delivery, including clarity, pacing us, and use of modeling and opportunities for student practice and feedback. Data is collected and reported through observations, checklists, teacher self-reports, and student outcome measures.

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:

Teachers participate in teacher observations three times per year. After observations, team meetings are held to discuss teacher strengths and offer actionable feedback.

The following changes in instructional practices have impacted students :

Changes towards focusing on the 5 literacy skills impacted students by individualizing student interventions. All students who received tier 2 and 3 supports grew throughout the life of the intervention plan. Notably, at least 55% of students in the intervention made at least a full grade level of growth and met their academic goal.

Students who made progress and moved out of their fall risk category were 42% of students in focused

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intervention groups.

Birch Grove Community School (4145-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Professional development offered through the school focuses on meeting each child where they are in their educational journey and as an individual. Teachers use culturally relevant materials in class and assessment and provide background knowledge from a variety of cultures and backgrounds.

Birch Grove Community School (4145-07) engaged with the Regional Literacy Network through the following:

- Other, explain: (Required)
- Other, explain: (Required)

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):

Teachers will continue Lexia LTRS training through the 2025-2026 school year, to complete phase two by September of 2026. New teachers will complete phase one units and lessons as they become available. Birch Grove will continue to share professional development opportunities with teachers, in order for teachers to attend trainings that are customized to their learning goals.

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	2	0	2	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	1	0	0	1
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	1	0	1	0
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

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Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
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	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Birch Grove Community School (4145-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$3,815.00

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

\$3,815.00

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

- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

Birch Grove Community School (4145-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$4,037.00

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

- Approved literacy screeners (this can include materials, training and coaching)
- Stipends for teachers completing literacy training

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

\$1250

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

Teacher stipends