Minnesota READ Act Literacy Plan

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

For

Bdote Learning Center (4226-07)

Date Submitted to the State 08/19/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Bdote Learning Center (4226-07). 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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Local Literacy Plan for Bdote Learning Center (4226-07)

1. Read Act Goals

District or Charter School Literacy Goals

Bdote Learning Center (4226-07)'s literacy goal(s) for the 2024-25 school year:
By the end of the fiscal year, 75% of Kindergarten students will be able to identify all 26 upper and lower case letters (in English). The percentage of students in grades 3-7 who demonstrate growth on the Reading MCA will increase 5.0 percentage from 2024 to 2025. By the end of the fiscal year, 50% of students initially identified as "high risk" or "some risk" on the FastBridge aReading assessment in the fall will demonstrate growth by moving at least one risk category (from high risk to some risk, or from some risk to low risk).

The following was implemented or changed to make progress towards the goal(s):
Bdote underwent leadership changes during the 2024-25 school year to provide a more consistent and present on site instructional and administrative leadership to staff and teachers. Curriculum was purchased from Barton for all grades to better support structured literacy instruction and foundational reading skills in English. An interventionist was added to the staff to support reading interventions for students in K-8. Bdote has also secured a partnership with Groves Learning Organization for the upcoming 2025-26 school year to support literacy programming and teacher coaching in literacy instruction.

The following describes how Bdote Learning Center (4226-07)'s current student performance differs from the literacy goal detailed in the READ Act:
Data for the 2024-25 school year did not show the desired movement of students from the "high risk" to "low risk" categories based on FastBridge universal screening data. The data is not present to determine kindergarten letter name identification or MCA growth as MCA is not a growth tracking assessment.

Bdote Learning Center (4226-07)'s literacy goal(s) for the 2025-26 school year:
Improve student proficiency by 30% as measured by the FastBridge universal screening assessment scores. By the end of 2025-26 school year, 75% of Kindergarten students will be able to identify all 26 upper and lowercase letters in English 50% of students that fell into the "high risk" category in the fall FastBridge universal screening assessment will improve to the "low risk" category on the spring FastBridge universal screening assessment.

Bdote Learning Center (4226-07)'s Local Literacy Plan is posted on the district website at:
https://bdote.org/blc-reports-%26-audits

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 Bdote Learning Center (4226-07) 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

Continuous Improvement for Screening Tools Used in Grades K-3

Bdote Learning Center (4226-07) will be utilizing the following screening tool(s) in 2025-26:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Bdote Learning Center (4226-07) will make the following changes to screening tools orcriteria in grades K-3 in the 2025-26 school year:

In the 2024-25 school year, Bdote had access to the FastBridge dyslexia screeners as this is also their platform for administering their universal screeners however administration of the required sub-tests making up the dyslexia screener were incomplete. For the 2025-26 school year Bdote will ensure all required assessments that make up the dyslexia screening subtests are administered per the MDE Dyslexia screening guidance for using FastBridge in grades K-3 and Capti in grades 4-12.

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Bdote Learning Center (4226-07) 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	4	CTSTR	5	CTSTR	5	CTSTR
Grade 1	12	12	12	12	12	12
Grade 2	11	2	11	2	9	CTSTR
Grade 3	7	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 Bdote Learning Center (4226-07) 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.

Bdote Learning Center (4226-07) 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	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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Bdote Learning Center (4226-07) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

Bdote will be administering FastBridge dyslexia screeners using MDE recommended subtests three times per year starting in fall 2025 for all K-3 students. Bdote is also working on securing the Capti ReadBasix contract and will use this to screen all 4-6th grade students once the contract is ready. If Capti is not ready to administer in Fall 2025, then FastBridge will be used to screen all 4-6th grade students that do not meet grade level benchmarks.

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 Bdote Learning Center (4226-07) 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	CBM Reading	FastBridge	n/a
Grade 5	CBM Reading	FastBridge	n/a
Grade 6	CBM Reading	FastBridge	n/a
Grade 7	CBM Reading	FastBridge	n/a
Grade 8	CBM Reading	FastBridge	n/a
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 Bdote Learning Center (4226-07) to determine which students in grades 4-12 are not reading at grade level:
Beginning in the 2025-26 school year, student achievement on the fall FastBridge universal screening assessment will determine which students will be further screened for dyslexia. If the fall data shows more than half of the students testing below grade level, we will provide the dyslexia screener to the entire grade.

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:
Bdote will aim to deliver the Capti ReadBasix assessment beginning in the fall of 2025. However, considering the short notice of MDE's release of information regarding this tool, fall Administration is not guaranteed. If Bdote is unable to secure contract and training with Capti in time for the fall testing window, FastBridge CBM reading will be used instead. Students will be screened in all grades the fall, winter, and spring.

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

The following table displays the number of students in Bdote Learning Center (4226-07) 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	3	CTSTR	CTSTR	CTSTR
5th	10	10	0	0
6th	8	CTSTR	CTSTR	CTSTR
7th	6	CTSTR	CTSTR	CTSTR
8th	5	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 Bdote Learning Center (4226-07) 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.

Bdote Learning Center (4226-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

For the 2025-26 school year, Bdote will be partnering with Groves Learning Organization for literacy consulting and support. Along with Groves' guidance, Bdote will analyze FastBridge and curriculum based assessment data regularly to monitor student progress and pinpoint students in need of additional support. FastBridge assessment data will serve to provide specific areas of need and help determine what interventions are most appropriate for each student.

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

The Groves partnership will also provide support in curriculum implementation, teacher observation and coaching. Fidelity is monitored through regular coaching sessions and data reviews. Educators share benchmarking, progress monitoring, and curriculum-based assessment data with Groves for analysis, guiding instructional planning and ensuring alignment with structured literacy principles. Quarterly Partnership Updates (for schools receiving financial assistance) provide additional progress documentation.

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

Students identified as "some risk" based on the FastBridge benchmarks and/or falling below benchmark on regular curriculum based assessments will be recommended for Tier 2 interventions. Students identified as "high risk" based on the FastBridge benchmarks will be recommended for Tier 3 intervention.

Progress monitoring data collection for students in Tier 2 occurs: Other: Explain below

continual teacher observations & unit assessments

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

formal progress monitoring data is not collected

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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:

This is in the process of being developed

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

This is in the process of being developed

Does Bdote Learning Center (4226-07) 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

Bdote Learning Center (4226-07) 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:

These changes will be guided by the partnership and recommendation of Groves

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.

Bdote Learning Center (4226-07) 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 Bdote Learning Center (4226-07), 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	· Barton	Foundational	30
	· Grass roots curriculum - Miin Ojibwe	Comprehensive	30
Grade 1	· Barton	Foundational	30
	· Grass roots curriculum - Miin Ojibwe	Comprehensive	30
Grade 2	· Barton	Foundational	30
	· Grass roots curriculum - Miin Ojibwe	Comprehensive	30
Grade 3	· Barton	Foundational	30
	· Grass roots curriculum - Miin Ojibwe	Comprehensive	30
Grade 4	· Barton	Foundational	30
	· Grass roots curriculum - Miin Ojibwe	Comprehensive	30
Grade 5	· Barton	Foundational	30
	· Grass roots curriculum - Miin Ojibwe	Comprehensive	30

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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 Bdote Learning Center (4226-07) 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	Barton	Barton
Grade 1	Barton	Barton
Grade 2	Barton	Barton
Grade 3	Barton	Barton
Grade 4	Barton	Barton
Grade 5	Barton	Barton
Grade 6	Barton	Barton
Grade 7	Barton	Barton
Grade 8	Barton	Barton
Grade 9	na	na
Grade 10	na	na
Grade 11	na	na
Grade 12	na	na

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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.

Bdote Learning Center (4226-07) is using the following approved professional development program:

· CAREIALL

Date of expected completion for Phase 1 Professional Development: 06/30/2026

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:

A contracted literacy specialist will work with staff to develop understandings through each module. Staff who are struggling will have access to a contracted literacy specialist to support further development of understanding.

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:

Teacher observations for instructional fidelity and development of instructional delivery with the support of Groves partnership. Data review of FastBridge data at fall, winter, and spring to track and monitor student growth.

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:

Through Groves partnership Bdote is developing a regular cycle or teacher observation, coaching and feedback.

The following changes in instructional practices have impacted students :

The Groves partnership is new and evidence of impact is not yet available.

Bdote Learning Center (4226-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Many of the staff are dual language speakers speaking both English and Dakota or Ojibwe. Many of the staff are also tribal members who seek to bridge understanding between their native culture and heritage. He is at staff members that have a unique background that allows them to be culturally responsive to student understanding and needs as they learn through an immersion model.

Bdote Learning Center (4226-07) 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):

All teachers will be participating in the CARIEALL literacy training this year with the support of a literacy specialist that will facilitate and guide them through the training as well as support implementation of the learning through adjustments to instruction and curriculum along the way.

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	3	0	3	3
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	3	0	3	3
K-12 Special Education Educators responsible for reading instruction	0	0	0	0
PreK through grade 5 Curriculum Directors	1	0	1	1
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	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.

Bdote Learning Center (4226-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$2,915.00

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

$2,915.00

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

· Employing a reading intervention specialist

READ Act Literacy Aid

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

Bdote Learning Center (4226-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

$3,315.02

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

· Employing a reading intervention specialist

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