Minnesota READ Act Literacy Plan

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

For

Benton-Stearns Education District (6383-61)

Date Submitted to the State 06/10/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Benton-Stearns Education District (6383-61). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency.Minn. Stat. 120B.12 (2024).

Table of Contents

1. Read Act Goals

District or Charter School Literacy Goals

Benton-Stearns Education District (6383-61)'s literacy goal(s) for the 2024-25 school year:
The Benton Stearns Education District believes that proficient reading ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas.   The goal of the Benton Stearns Education District is to have all of our students 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.

The following was implemented or changed to make progress towards the goal(s):
Our district participated in CORE training, aligned with Minnesota's READ Act requirements. We purchased and implemented FastBridge, an approved literacy screening tool. Weekly one-hour PLCs focused on literacy instruction and improvement, taking place every Monday. The Benton Stearns Education District (BSED) adopted a comprehensive literacy curriculum that meets the expectations of the Minnesota Department of Education (MDE) and the Center for Applied Research and Educational Improvement (CAREI) under the READ Act. BSED currently uses Open Court Reading along with the University of Florida Literacy Institute (UFLI) Foundations program in grades Kâ€"2. While Open Court alone showed minimal alignment with the READ Act, the integration of UFLI significantly enhanced overall compliance. This combined approach improved alignment across critical instructional components and raised ratings to meet or exceed the 74â€"75% benchmark set by MDE and CAREI. Key improvements include: *Global Ratings increased from 58% with Open Court alone to 76% with the addition of UFLI in Kâ€"2. * Phonemic Awareness ratings rose sharply from 35% to 100% when UFLI was added. This strategic pairing ensures students receive high-quality, research-based literacy instruction aligned with state standards.

The following describes how Benton-Stearns Education District (6383-61)'s current student performance differs from the literacy goal detailed in the READ Act:
The READ Act emphasizes the goal that all students should achieve grade level competency in reading by the end of third grade, using evidence based instruction and interventions. However, at our Level IV special education schools and our residential program, current student performance significantly differs from this goal. Many of our students have not yet met grade level literacy benchmarks due to a combination of factors, including the impact of their disabilities, frequent disruptions in academic instruction caused by behavioral challenges, and gaps in foundational skills prior to enrolling into our programs.   While we implement structured, evidence based literacy programs aligned with the READ Act, the intensity and pace of instruction often need to be modified to meet the individualized needs of our students. As a result, literacy growth tends to occur at a slower rate, and many students remain below grade level despite making meaningful individual

Local Literacy Plan for Benton-Stearns Education District (6383-61)

progress. Our current focus is on providing highly targeted instruction, data driven interventions, and consistent progress monitoring to close these gaps and align more closely with the READ Act's expectations.

Benton-Stearns Education District (6383-61)'s literacy goal(s) for the 2025-26 school year:

The Benton Stearns Education District believes that proficient reading ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas.   The goal of the Benton Stearns Education District is to have all of our students reading at or above grade level or making adequate progress on their reading IEP goals during their time in our Education District.

Benton-Stearns Education District (6383-61)'s Local Literacy Plan is posted on the district website at:
https://www.bentonstearns.k12.mn.us/parent-resources

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 Benton-Stearns Education District (6383-61) 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 Benton-Stearns Education District (6383-61) 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	1	CTSTR
Grade 1	2	CTSTR	2	CTSTR	2	CTSTR
Grade 2	1	CTSTR	1	CTSTR	1	CTSTR
Grade 3	2	CTSTR	3	CTSTR	3	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 Benton-Stearns Education District (6383-61) 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.

Benton-Stearns Education District (6383-61) 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	1	CTSTR
Grade 1	2	CTSTR
Grade 2	1	CTSTR
Grade 3	3	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 Benton-Stearns Education District (6383-61) 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 Benton-Stearns Education District (6383-61) to determine which students in grades 4-12 are not reading at grade level:
Vendor Composites using vendor benchmarks

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:
All Students in grades 4â€"12 will initially be assessed using Capti ReadBasix during the Winter trimester as required for the 25-26 school year. Those at grade level will not be reassessed.   If below grade level, we will continue to use the Capti ReadBasix to monitor progress according to guidelines and inform instruction. Additional progress monitoring may be conducted between benchmark periods as needed, based on individual student performance. This schedule aligns with Capti ReadBasix guidelines and supports data-driven decisions for targeted intervention.

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

The following table displays the number of students in Benton-Stearns Education District (6383-61) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

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

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Benton-Stearns Education District (6383-61) 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	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	No	
Grade 5	No	
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:

· Other - describe (Required)

· Initial evaluations and annually updated IEPs for students who qualify for SpEd services. If the student does not

The following content is included in the parent notification:

· Student's reading proficiency level as measured by the MDE approved screener

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

· Other - describe (Required)

· Our community is engaged around literacy by: * Community members reading to students and discussing books

Local Literacy Plan for Benton-Stearns Education District (6383-61)

Continuous Improvement for Parent Notification

Benton-Stearns Education District (6383-61) will make the following changes to parent notification and involvement for the 2025-26 school year:

Notification of parents of students in grades 4-12 will be added for the 2025-26 school year.

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.

Benton-Stearns Education District (6383-61) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

We will use FastBridge and Capti ReadBasix assessments to identify each student's current reading level and specific areas of need.   For students reading at Pre-K through grade 2 levels, we implement UFLI (University of Florida Literacy Institute) to provide structured, evidence based foundational reading instruction.   For students working on reading comprehension, vocabulary, and reading fluency, we use Open Court materials, which are aligned with evidence based literacy practices in grades 3-5.   All current staff have completed Minnesota READ Act training, ensuring that instruction and interventions are aligned with current research and best practices in literacy education. This training equips our team to match instructional strategies to student needs using data-driven decision making.   All staff hired will be provided with Minnesota READ Act training.

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

To monitor fidelity of Tier 1 instruction, administration conducts regular classroom observations using a standardized walkthrough tool aligned with the science of reading. These observations ensure that evidence based practices are consistently implemented across classrooms. In addition, when completing teacher evaluations, lesson plans are reviewed to confirm alignment with state standards and the school's adopted curriculum resources, including UFLI and Open Court. Differentiation within Tier 1 is guided by ongoing formative assessments, FastBridge, and Capti ReadBasix screening data. Teachers use this data to adjust instruction to meet the diverse needs of students by providing small group instruction, scaffolding strategies, and targeted support within the core literacy block.   All current instructional staff have completed state approved READ Act training, which strengthens their capacity to deliver high quality, differentiated instruction rooted in the science of reading

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

Any students reading below grade level are using tier 2 or tier 3 interventions.   Students are considered for supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention based on their performance on FastBridge and Capti ReadBasix assessments.   Any student identified as reading below grade level, according to benchmark and progress monitoring data, is placed into either Tier 2 or Tier 3 interventions depending on the severity of the need. Tier 2 supports are typically provided to students who are at some risk of not reading at grade level. Tier 3 interventions are reserved for students at high risk, demonstrate significant reading difficulties and need more frequent, individualized, and intensive instruction. At the elementary level, this process includes regular review of screening and progress monitoring data by the Language Arts teacher and other identified team members to ensure timely adjustments to support. At the secondary level, additional

factors such as classroom performance, teacher recommendations, and course assessments are considered alongside Capti ReadBasix data to determine appropriate placement and instructional focus. All decisions are made in alignment with the Minnesota READ Act guidelines and are supported by staff trained in state approved evidence based literacy practices.

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 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:

Our K–12 progress monitoring protocol uses FastBridge (K-3) and Capti ReadBasix (4-12) to track student response to both supplemental (Tier 2) and intensive (Tier 3) reading interventions. Students receiving Tier 2 and Tier 3 support are progress monitored every two weeks. Given our small school setting, student data is reviewed by the case manager (if on an IEP) and the Language Arts teacher. If the student is not an IEP, this is reviewed by the educational team headed by the Language Arts teacher. Together, they evaluate progress monitoring results to determine whether a student is making adequate growth toward grade level benchmarks. If progress is limited, the team considers modifications such as adjusting instructional strategies, increasing the intensity or frequency of intervention, or making tier placement changes. Because our class sizes are very small, typically six or fewer in elementary and eight or fewer in secondary, literacy instruction is highly individualized. This allows for frequent informal monitoring and timely instructional adjustments even within Tier 1. All decisions are informed by FastBridge and Capti ReadBasix data and implemented by staff who have completed state approved READ Act training, ensuring that all interventions are evidenced based and aligned with best practices in literacy instruction.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: Students may exit from supplemental (Tier 2) or intensive (Tier 3) targeted reading intervention when they consistently meet grade level benchmarks on FastBridge or Capti ReadBasix progress monitoring assessments and demonstrate sustained improvement in classroom performance. In general, students are considered for exit when they have shown at least three consecutive data points at or above the target level, along with teacher observation and work samples that confirm independent application of skills in the classroom. In our small setting, the decision to exit a student from intervention is made collaboratively by the educational team headed by the Language Arts teacher, taking into account both quantitative data and qualitative input. Because our class sizes are small, six or fewer in elementary and eight or fewer in secondary, teachers are able to closely monitor individual progress and provide feedback that supports accurate decision making. At the elementary level, the focus is on mastery of foundational reading skills such as phonemic awareness, decoding, and fluency. At the secondary level, exit criteria also include demonstrated competence in vocabulary development, reading comprehension, and the ability to independently engage with grade level texts. All decisions are informed by data and aligned with the Minnesota READ Act, and are carried out by staff who have completed the required state approved literacy training.

Local Literacy Plan for Benton-Stearns Education District (6383-61)

Does Benton-Stearns Education District (6383-61) use personal learning plans for literacy:

Yes

The following students are provided a personal learning plan for literacy:

- · All students not reading at grage level
- · Students receiving supplemental (Tier 2) support
- · Students receiving intensive (Tier 3) support

The following components are included in the personal learning plans, if used:

Strengths, weaknesses, present levels, goals, objectives, accommodations that need to be made, and amount of service time student will receive

Continuous Improvement for Data-Based Decision Making for Action

Benton-Stearns Education District (6383-61) 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:

The BSED will increase progress monitoring of literacy skills to every other week for students receiving tier 2 and 3 supports. The district will also be using the Capti ReadBasix for screening and monitoring of literacy skills in grades 4-12.

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.

Benton-Stearns Education District (6383-61) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Benton-Stearns Education District (6383-61) has participated in MDE MnMTSS professional learning:

Yes

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 Benton-Stearns Education District (6383-61), 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	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	30
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	45
	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	45
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	60
Grade 3	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90
Grade 4	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90
Grade 5	· Open Court Reading, K-5, 2023 (Minimally Aligned)	Comprehensive	90

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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 Benton-Stearns Education District (6383-61) 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	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 1	xUfli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 2	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 3	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 4	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 5	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 6	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 7	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 8	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 9	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 10	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 11	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings
Grade 12	Ufli, iXL, repeated readings	Ufli, iXL, repeated readings

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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.

Benton-Stearns Education District (6383-61) is using the following approved professional development program:

· CORE OLLA

Date of expected completion for Phase 1 Professional Development: 03/14/2025

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 any teachers don't pass at the 80% proficiency level, they will need to retake the course. District administrators will offer support and coaching as needed.

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:

Administrators will use classroom observation forms that include observations of evidence based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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:

Our school implements coaching support and feedback through the observation and reflection process outlined in our Teacher Development and Evaluation (TDE) Plan.   Administrators conduct regular classroom observations to monitor instructional fidelity in the five essential areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Feedback is provided to teachers through post-observation conferences, focusing on strengths and areas for growth in delivering explicit, systematic, and evidence based instruction. These observations are aligned with our literacy goals and are used to guide ongoing professional development and instructional support.   This approach ensures that all elementary teachers are supported in implementing high quality literacy instruction consistent with the Minnesota READ Act.

The following changes in instructional practices have impacted students :

Our programs have a total of 9 students in grades K-3. Six of these students have reading goals and objectives on their IEPs. Students made adequate progress on their reading IEP goals on 90% of the progress reports completed during this school year.

Local Literacy Plan for Benton-Stearns Education District (6383-61)

Benton-Stearns Education District (6383-61) has implemented the following professional development and support for teachers around culturally responsive practices:

The state approved literacy training that our teachers have and will continue to use includes a module on culturally responsive practices. When teachers are struggling with implementing culturally responsive literacy practices, they will be provided with additional training and support.   The BSED development and evaluation plan offers a variety of professional development opportunities, including cultural competency and culturally responsive practices as required for teacher relicensure requirements.   In addition, during observations that take place for teachers who are probationary and on the summative evaluation (3 year cycle), trained evaluators observe staff's ability to create environments of respect and rapport, establish a culture for learning, and create relationships in order to foster learning when focusing on The Learning Environment-Domain 2 of our evaluation rubric -- which all support culturally responsive instruction. All teachers have or will go through the CORE training which addresses culturally responsive practices as well.

Benton-Stearns Education District (6383-61) 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):

Paraprofessionals will receive 8 hours of literacy training.   Training will be provided to staff utilizing the FastBridge and Capti ReadBasix as needed.   New teachers will be required to have passed a state approved literacy training within the first year of employment.

Continuous Improvement for Professional Development Plan

Benton-Stearns Education District (6383-61) will make the following changes to the professional development plan for the 2025-26 school year:

All paraprofessionals will be provided 8 hours of literacy training in the 2025-26 school year and new paraprofessionals will be provided with this training within the 1st year of employment.   New teachers will be required to have passed a state approved literacy training within the first year of employment.

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	1	1	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	0	0	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	0	0	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	10	10	0	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

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	3	3	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Benton-Stearns Education District (6383-61) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$0.00

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

$0.00

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

· Not applicable

READ Act Literacy Aid

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

Benton-Stearns Education District (6383-61) received the following amount of READ Act Literacy Aid in the 2025 school year:

$12,388.00

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:

$0

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

n/a