

Minnesota READ Act Literacy Plan

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

For

White Bear Lake School District (0624-01)

Date Submitted to the State 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by White Bear Lake School District (0624-01). 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

White Bear Lake School District (0624-01)'s literacy goal(s) for the 2024-25 school year:

All third graders can read at grade level.

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

-Educators participated in LETRS. -Educators that have completed LETRS participated in Communities of Practice focused on literacy instruction. -Tier 2 and tier 3 reading interventions were intentionally aligned with tier 1 curriculum and instruction.

The following describes how White Bear Lake School District (0624-01)'s current student performance differs from the literacy goal detailed in the READ Act:

64% of 3rd graders are reading at grade level based on spring CBMr.

White Bear Lake School District (0624-01)'s literacy goal(s) for the 2025-26 school year:

By June 2026, 80% of K-12 students will score low-risk on the FastBridge screening assessment.

White Bear Lake School District (0624-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd624.org/departments/teaching-and-learning>

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 White Bear Lake School District (0624-01) 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 White Bear Lake School District (0624-01) 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	526	295	529	348	533	382
Grade 1	570	328	568	326	572	363
Grade 2	593	314	595	329	598	342
Grade 3	623	404	623	394	628	399

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 White Bear Lake School District (0624-01) 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.

White Bear Lake School District (0624-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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	533	382
Grade 1	572	363
Grade 2	277	157
Grade 3	237	157

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 White Bear Lake School District (0624-01) 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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	aReading	FastBridge	Vendor benchmarks
	CBMreading	FastBridge	Vendor Benchmarks
Grade 5	aReading	FastBridge	Vendor benchmarks
	CBMreading	FastBridge	Vendor Benchmarks
Grade 6	aReading	FastBridge	Vendor benchmarks
Grade 7	aReading	FastBridge	Vendor benchmarks
Grade 8	aReading	FastBridge	Vendor benchmarks
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 White Bear Lake School District (0624-01) to determine which students in grades 4-12 are not reading at grade level:

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 will complete the FastBridge aReading. The FastBridge benchmarks will be used to determine which students are not reading at grade level.

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

The following table displays the number of students in White Bear Lake School District (0624-01) 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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 White Bear Lake School District (0624-01) 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	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
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
- Letter sent home with student

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

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

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

White Bear Lake School District (0624-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

White Bear Lake Area Schools will provide parent notification related to students not reading at grade level in grades 9-12.

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.

White Bear Lake School District (0624-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

White Bear Lake Area Schools (WBLAS) uses a data-based decision-making process rooted in the MnMTSS framework to match instruction and intervention to student needs. This includes: Universal screening to identify students who may need additional support. Diagnostic assessments to pinpoint specific skill deficits. Tiered interventions (Tiers 1, 2, and 3) that are culturally and linguistically responsive, based on evidence-based practices and tailored to student data. Collaborative data teams including teachers and specialists analyze student data to guide decisions and ensure interventions address targeted needs

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

Fidelity is monitored through classroom observations, learning walks, unit plan review, team meeting notes, and professional development and communities of practice plans and staff surveys. Tier I instruction is differentiated through the use multiple data sources. Instruction includes modeling, explicit instruction, student engagement strategies, and integration of social/emotional learning.

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

Students performing below grade-level expectations on universal screeners and standards-based assessments. Skill-specific needs identified through diagnostic assessments and teacher input. Informed by evidence of insufficient response to Tier 1 supports. Determination by multidisciplinary teams considering data on skill gaps, rate of progress, and intervention effectiveness

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:

Tier 2 Monitoring: Students' performance is monitored biweekly using tools aligned to the targeted skill.

Decisions for intensification are based on trends in progress and fidelity data. Tier 3 Monitoring: Monitoring occurs weekly due to the individualized nature and higher intensity of intervention. Data include growth rate, skill mastery, and qualitative observations. Data teams review progress monitoring results regularly to determine: Whether to continue, intensify, modify, or exit an intervention

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

Student consistently meets grade-level benchmarks on targeted measures (e.g., oral reading fluency).

Performance maintained for a minimum of two data review cycles (e.g., 4-6 weeks). Classroom performance

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confirms sustained growth. Processes are largely the same, though tools and performance expectations (e.g., reading passage difficulty, benchmarks) are adjusted by grade level.

Does White Bear Lake School District (0624-01) 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.

White Bear Lake School District (0624-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

White Bear Lake School District (0624-01) 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 White Bear Lake School District (0624-01), 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	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 1	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 2	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 3	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	120
Grade 4	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 5	· Amplify Core Knowledge Language Arts (CKLA), K-5,	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 White Bear Lake School District (0624-01) 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	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 1	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 2	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 3	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 4	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 5	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 6	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 7	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 8	Evidence-based reading interventions that are aligned to student needs	Evidence-based reading interventions that are aligned to student needs
Grade 9	This is a focus area for review and refinement in anticipation of the upcoming MDE guidance related to the identification of evidence-based literacy intervention materials.	This is a focus area for review and refinement in anticipation of the upcoming MDE guidance related to the identification of evidence-based literacy intervention materials.

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 10	This is a focus area for review and refinement in anticipation of the upcoming MDE guidance related to the identification of evidence-based literacy intervention materials.	This is a focus area for review and refinement in anticipation of the upcoming MDE guidance related to the identification of evidence-based literacy intervention materials.
Grade 11	This is a focus area for review and refinement in anticipation of the upcoming MDE guidance related to the identification of evidence-based literacy intervention materials.	This is a focus area for review and refinement in anticipation of the upcoming MDE guidance related to the identification of evidence-based literacy intervention materials.
Grade 12	This is a focus area for review and refinement in anticipation of the upcoming MDE guidance related to the identification of evidence-based literacy intervention materials.	This is a focus area for review and refinement in anticipation of the upcoming MDE guidance related to the identification of evidence-based literacy intervention materials.

Continuous Improvement for Reading Interventions

White Bear Lake School District (0624-01) will make the following changes to reading interventions for the 2025-26 school year

Reviewing and refining our tier 2 and tier 3 intervention model at the high school level.

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.

White Bear Lake School District (0624-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 05/31/2027

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:

We have not yet had a teacher not complete at the 80% proficiency level. If a teacher does not meet the 80% proficiency level, an Instructional Coach who has completed the training supports the educator in reviewing the material and retaking the test.

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:

FastBridge results Classroom Observation data Professional Learning Community agendas District-wide

Communities of Practice teacher feedback data

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:

Each teacher is engaged in coaching cycles with Instructional Coaches that have completed the required training.

The following changes in instructional practices have impacted students :

Our kindergarten FastBridge results demonstrate that 72% of our students are scoring low-risk on the earlyReading composite. This is a 16% increase of low-risk from fall to spring.

White Bear Lake School District (0624-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Educators completed the required training (LETRS or CORE AL&LA) and are receiving ongoing coaching support from our Instructional Coaches.

White Bear Lake School District (0624-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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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):

Instructional Coaching, Communities of Practice, and Professional Learning Communities

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	20	18	0	2
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	16	6	0	10
K-3 Classroom Educators	108	105	0	3
Grades 4-5 (or 6) Classroom Educators (as determined by district)	50	48	0	2
K-12 Reading Interventionists	21	20	0	1
K-12 Special Education Educators responsible for reading instruction	99	53	0	46
PreK through grade 5 Curriculum Directors	5	4	0	1
PreK through grade 5 Instructional Support Staff who provide reading support	139	0	0	139

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	29	0	0	29
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	7	0	0	7
Grades 6-12 Instructional support staff who provide reading support	32	0	0	32
Grades 6-12 Curriculum Directors	1	1	0	0
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.

White Bear Lake School District (0624-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$420,869.78

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

\$420,869.78

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.

White Bear Lake School District (0624-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$341,447.06

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

- Contracting or employing a District Literacy Lead

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

\$145000

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

Contracting or employing a District Literacy Lead