

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Bultum Academy Charter School (4295-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Bultum Academy Charter School (4295-07). 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

Bultum Academy Charter School (4295-07)'s literacy goal(s) for the 2025-26 school year:

Our goal for the 2025-26 school year is to ensure that all students are reading at or above grade level and/or meeting their individualized reading goals. We will continue to use FastBridge and NWEA MAP assessments to set and monitor personalized growth targets, especially for multilingual learners and students receiving special education services. To support this goal, we will expand our reading tutoring services for students in grades K-3, providing more direct, targeted instruction to build foundational literacy skills. For older students who are not yet meeting grade-level benchmarks, we will increase access to Tier 2 Groves Literacy instruction and other evidence-based interventions. These supports will help accelerate learning and close gaps so that all students have the opportunity to succeed as readers

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

To make progress toward our schoolwide literacy goal, Bultum Academy continued implementing the research-based Groves Literacy curriculum, which provides systematic, evidence-based instruction in foundational reading skills. In addition to core instruction, we expanded our intervention support by adding four Reading Corps tutors to provide Tier 2 reading intervention for students not yet reading at grade level. These tutors provide targeted support using data from FastBridge, NWEA MAP, Groves assessments, teacher recommendations, and ongoing progress monitoring. For students with more significant or persistent reading needs, we also added one dedicated staff member to provide Tier 3 reading intervention. This allows students to receive more intensive, consistent, and individualized support based on their specific skill gaps. The combined use of Groves Literacy instruction, Tier 2 Reading Corps tutoring, Tier 3 intervention, and data-based progress monitoring has helped strengthen our reading support system and move students closer to grade-level proficiency, supporting both individual reading goals and the school's broader objective of ensuring all students read at or above grade level.

The following describes how Bultum Academy Charter School (4295-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Current student performance does not yet fully meet the READ Act goal of every student reading at or above grade level or meeting individualized reading goals. While Bultum Academy students continue to show growth, especially those receiving targeted reading support, we still have students performing below grade-level expectations in foundational reading skills, fluency, vocabulary, and comprehension. This gap is especially important to address given our high number of multilingual learners and students who need additional support to access grade-level literacy instruction. However, benchmark and progress monitoring data show that students receiving Groves Literacy instruction, Tier 2 Reading Corps tutoring, and Tier 3 reading intervention are making progress toward their individual reading goals. Although not all students have reached grade-level proficiency, the school has strengthened its intervention system and

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will continue using assessment data to identify student needs, monitor growth, and adjust instruction to move students closer to the READ Act goal.

Bultum Academy Charter School (4295-07)'s literacy goal(s) for the 2026-27 school year:

Bultum Academy's literacy goal for the 2026-27 school year is to ensure that all students are reading at or above grade level and/or making measurable progress toward their individualized reading goals. We will continue to use FastBridge, NWEA MAP, Groves assessments, and progress monitoring data to set growth targets, identify students in need of support, and adjust instruction throughout the year. To support this goal, we will continue implementing structured literacy instruction through Groves Literacy and strengthen our multi-tiered reading intervention system. Students who are not yet meeting grade-level benchmarks will receive targeted support through Tier 2 Reading Corps tutoring, while students with more significant or persistent reading needs will receive intensive Tier 3 reading intervention. Particular attention will be given to multilingual learners, students receiving special education services, and students identified through dyslexia screening or benchmark data as needing additional reading support. These efforts will help accelerate reading growth, close achievement gaps, and move all students closer to grade-level reading proficiency.

The Local Literacy Lead, Benjamin Chang, for Bultum Academy Charter School (4295-07) has an FTE of .05

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

Benjamin regularly met with school leaders after each benchmark assessment window to review student growth, discuss progress toward literacy goals, and identify students who needed additional reading support. During these meetings, school leaders reviewed FastBridge, NWEA MAP, Groves assessment data, classroom-based evidence, and progress monitoring results to determine whether students were making adequate progress. Benjamin also discussed teachers' ability and fidelity in implementing the literacy curriculum based on his classroom observations. His feedback helped school leaders identify areas where teachers were implementing the curriculum effectively, as well as areas where additional coaching, modeling, or support was needed.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

No - The District Literacy Lead has not completed an approved READ Act Professional Development Program for the following reason(s):

Benjamin began LETRS training as part of the school's literacy professional development plan. However, he was unable to complete the training because he left the role before the training was finished due to a career change. During that transition period, Bultum Academy was not able to immediately fill the position in time to continue or complete the training cycle.

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Bultum Academy Charter School (4295-07) Local Literacy Plan is posted on the district website at <https://www.bultumacademy.org/academics>

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.

Bultum Academy Charter School (4295-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Bultum Academy Charter School (4295-07) 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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	NWEA
	Grade 1	MDE Composites	NWEA
	Grade 2	MDE Composites	NWEA
	Grade 3	MDE Composites	NWEA

The district or charter school conducted oral language screening in the 2025-26 school year?

Yes

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Bultum Academy Charter School (4295-07) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	3 time per year	District set benchmarks - Bultum uses NWEA to screen students that may need to be screened by Capti
		3 time per year	District set benchmarks - NWEA to screen for those that need Capti ReadBasix
	Grade 8	3 time per year	District set benchmarks - Bultum uses NWEA to screen students that may need to be screened by Capti
		3 time per year	District set benchmarks - NWEA to screen for those that need Capti ReadBasix
	Grade 5	3 time per year	District set benchmarks - Bultum uses NWEA to screen students that may need to be screened by Capti
		3 time per year	District set benchmarks - NWEA to screen for those that need Capti ReadBasix
	Grade 6	3 time per year	District set benchmarks - Bultum uses NWEA to screen students that may need to be screened by Capti

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 6	3 time per year	District set benchmarks - NWEA to screen for those that need Capti ReadBasix
	Grade 7	3 time per year	District set benchmarks - Bultum uses NWEA to screen students that may need to be screened by Capti
		3 time per year	District set benchmarks - NWEA to screen for those that need Capti ReadBasix

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Bultum Academy Charter School (4295-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Bultum Academy Charter School (4295-07) 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	27	7	34	16	38	20
1st	3	CTSTR	37	18	39	21
2nd	36	16	37	14	40	11
3rd	33	22	32	22	32	18

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. Dyslexia Screening Summary Student Counts K-3

The following section describes how Bultum Academy Charter School (4295-07) 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.

Bultum Academy Charter School (4295-07) uses the following criteria to identify students 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	38	4
1st	39	9
2nd	40	13
3rd	32	5

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

Bultum Academy Charter School (4295-07) 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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Bultum Academy Charter School (4295-07) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	31	31	14	0	14	0
5th	26	26	9	CTSTR	CTSTR	0
6th	23	23	10	0	10	0
7th	18	18	5	CTSTR	CTSTR	0
8th	15	15	6	CTSTR	CTSTR	0
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	0	CTSTR	CTSTR	0

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. 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.

Bultum Academy Charter School (4295-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

At Bultum Academy, we use a data-driven process to ensure that evidence-based instruction and interventions are matched to each student's reading needs. This process begins with universal screening and benchmark data from FastBridge and NWEA MAP Growth assessments, which are administered during the fall, winter, and spring assessment windows. We also use Groves assessment data, classroom performance, teacher recommendations, dyslexia screening results when applicable, and progress monitoring data to identify specific student needs in foundational reading skills, fluency, vocabulary, and comprehension. After benchmark windows, school leaders meet to review student growth, determine which students are making adequate progress, and identify students who need additional support through Tier 1 differentiation, Tier 2 intervention, or Tier 3 intensive reading support. Benjamin also regularly met with school leaders after benchmark assessments to discuss student growth, intervention needs, and teachers' fidelity in implementing the literacy curriculum based on his classroom observations. Students who need supplemental support are matched with Tier 2 interventions, including support from Reading Corps tutors and Groves-based intervention. Students with more significant or persistent reading needs are provided Tier 3 intervention through a dedicated reading intervention staff member. Progress monitoring is used to determine whether interventions are effective and whether instruction needs to be adjusted, intensified, or continued. This process helps ensure that reading instruction and intervention decisions are based on multiple data points and aligned to each student's individual reading needs.

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

At Bultum Academy, we have processes in place to monitor fidelity and support differentiation of Tier 1 reading instruction. Instructional coaches regularly monitor curriculum implementation and teacher performance through classroom observations, lesson plan review, coaching conversations, and review of student assessment data. Coaches provide feedback to teachers on pacing, lesson delivery, instructional routines, student engagement, and alignment to evidence-based literacy practices. In addition, Bultum Academy has a Groves coach who conducts weekly classroom visits to support implementation of the Groves Literacy curriculum and ensure that science of reading and evidence-based instructional practices are being used consistently in classrooms. Based on observation data, benchmark results, and progress monitoring, teachers are supported in differentiating Tier 1 instruction through flexible grouping, reteaching, targeted skill practice, vocabulary support, fluency practice, and additional scaffolds for multilingual learners and students who need extra support.

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

At Bultum Academy, entrance into supplemental Tier 2 and intensive Tier 3 targeted reading intervention is determined using multiple data points, including NWEA MAP Growth scores, FastBridge screening results, Groves assessment data, dyslexia screening results when applicable, teacher recommendations, and classroom performance. At the elementary level, students in grades K-3 are considered for Tier 2 reading intervention when they score below the 20th percentile on MAP Growth and/or are identified as high risk on FastBridge. These students receive targeted supplemental support focused on their specific reading needs. Students in grades K-3 are considered for Tier 3 intervention when they demonstrate more significant or persistent reading difficulties, continue to perform below benchmark over time, or are flagged through dyslexia screening or progress monitoring data as needing more intensive support. At the secondary level, students in grades 4-8 are identified primarily through NWEA MAP Growth reading data, classroom performance, teacher input, and dyslexia screening when applicable. Students scoring below the 20th percentile are considered for Tier 2 small-group reading intervention, while students who continue to demonstrate significant reading gaps, persistent lack of progress, or characteristics of dyslexia are considered for Tier 3 intensive intervention. Across both elementary and secondary levels, intervention placement decisions are reviewed by school leaders and intervention staff to ensure that students are matched with the appropriate level of support based on their individual reading needs.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

Bultum Academy uses a K-12 progress monitoring protocol to determine when supplemental Tier 2 or intensive Tier 3 targeted reading intervention should be continued, modified, or intensified. Students receiving Tier 2 support are progress monitored every two weeks using FastBridge progress monitoring tools, classroom-based assessments, Groves assessment data, and intervention records. Students receiving Tier 3 support are progress monitored weekly due to their more intensive reading needs. School leaders, instructional coaches, and intervention staff review progress monitoring data regularly to determine whether students are making adequate growth. Administration also meets with the intervention team to review student progress, monitor fidelity of implementation, and identify next steps. When students are not making sufficient progress, interventions may be adjusted by increasing frequency or duration, changing instructional groupings, reteaching specific skills, providing additional scaffolds, or moving students to a more intensive level of support. This process ensures that intervention decisions are data-based and responsive to student needs.

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

At Bultum Academy, students exit Tier 2 supplemental reading intervention or Tier 3 intensive reading intervention based on consistent evidence that they are making adequate progress and can maintain grade-level reading skills with Tier 1 instruction. Students receiving Tier 2 support may exit when benchmark assessments, progress monitoring data, classroom performance, and teacher input show that the student is no longer at risk and is meeting grade-level expectations. Students may also exit Tier 2 before the next benchmark window if they demonstrate consistent grade-level performance on at least two consecutive progress monitoring assessments. Students receiving Tier 3 support may exit when they show sustained mastery of targeted reading skills and grade-level expectations across at least three consecutive progress monitoring sessions. At the elementary level, exit decisions are based on FastBridge, NWEA MAP, Groves assessment data, progress monitoring, and teacher input. At the secondary level, exit decisions also include NWEA MAP reading data, classroom performance, teacher input, intervention progress data, and dyslexia screening information when applicable. Across both elementary and secondary levels, students are not exited from intervention until staff determine that they can continue making progress in core instruction without the additional level of support.

8. 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 Bultum Academy Charter School (4295-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- Parent teacher conferences

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Bultum Academy Charter School (4295-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Groves Method Literacy Curriculum for All (Foundational Skills) K-3, with Heggerty Phonemic Awareness Kindergarten Curriculum (2022) and Heggerty Phonemic Awareness Primary Curriculum (Partially Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30
HMH Into Reading K-5, 2022 (Partially Aligned)	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Comprehensive	Grade 4	120
	Comprehensive	Grade 5	120

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Bultum Academy will use a structured review process to select an evidence-based Tier 1 core curricular resource. The school will prioritize curricular resources that are recommended or recognized by the Minnesota Department of Education and aligned to the READ Act, structured literacy, and the science of reading. The selection process will include reviewing MDE curriculum guidance, evaluating whether the resource provides explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language development, and determining whether the curriculum has a proven track record of supporting student reading growth. School leaders,

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instructional coaches, and classroom teachers will review available options, consider student assessment data and the needs of multilingual learners and students receiving special education services, and determine which resource best supports high-quality Tier 1 instruction across grade levels. The final selection will be based on alignment to evidence-based reading practices, ability to support differentiated instruction, usability for teachers, and the likelihood of improving student literacy outcomes.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Bultum Academy will use a phased timeline for selecting and implementing an evidence-based Tier 1 core curricular resource. During the selection phase, school leaders, instructional coaches, and teachers will review MDE-recommended or recognized curriculum options to ensure alignment with the READ Act, Minnesota ELA standards, structured literacy, and the science of reading. Once a curriculum is selected, the school will ensure that the curriculum company provides initial professional development to teachers and instructional staff before full implementation. Ongoing professional development will also be provided by in-house instructional coaches to support lesson delivery, differentiation, standards alignment, and effective use of the curriculum. Fidelity checks will be conducted throughout the school year by instructional coaches and/or a contracted curriculum coach, similar to the Groves coach model, where the coach visits classrooms regularly to observe instruction, provide feedback, conduct training as needed, and support implementation of evidence-based reading practices. Coaches will also review student assessment data, benchmark results, and progress monitoring data with school leaders and teachers to determine whether the curriculum is being implemented effectively and whether additional training or instructional adjustments are needed. This process will ensure that curriculum implementation is supported by training, fidelity monitoring, data review, and ongoing educator learning.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Bultum Academy Charter School (4295-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Reading Corps	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
Other Resources - Groves Intervention	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Bultum Academy Charter School (4295-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$17,632

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$11,552

READ Act Literacy Aid

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

Bultum Academy Charter School (4295-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$14,686

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$20,766

The plan to spend down the remaining funds are as follows:

Bultum Academy plans to use the remaining funds to support staff training and implementation of evidence-based literacy practices aligned to the READ Act. Funds may be used to contract with a literacy lead or qualified literacy consultant to provide staff training, coaching, data review support, fidelity monitoring, and guidance on evidence-based reading instruction. Funds may also be used to contract with READ Act-approved professional development providers to ensure teachers and instructional staff complete required training and are prepared to implement structured literacy practices with fidelity. The goal is to ensure that all academic staff are trained, supported, and aligned with READ Act requirements so they can effectively provide high-quality reading instruction and intervention for students.

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Professional development on evidence-based literacy screening and progress monitoring tools	Both
MDE approved READ Act professional development	Both
Approved literacy screeners (this can include materials, training and coaching)	Both
Contracting or employing a District Literacy Lead	Both

12: 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.

Bultum Academy Charter School (4295-07) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

07/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Bultum Academy will support teachers who do not complete the approved training at the vendor proficiency level of 80% through targeted coaching and follow-up support. Teachers will work with instructional coaches and/or a literacy lead to review areas of need, strengthen understanding of evidence-based reading instruction, and improve implementation of structured literacy practices. Support may include individual coaching, co-planning lessons, modeling instruction, side-by-side teaching, observation feedback, and regular check-ins to monitor progress. Teachers may also be provided additional time and support to revisit training content, complete required modules, and apply learning in classroom instruction. The goal is to ensure that all teachers build the knowledge and skills needed to deliver high-quality, READ Act-aligned literacy instruction with fidelity.

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:

Bultum Academy collects multiple sources of fidelity data to ensure that teachers in grades K-12 are able to implement systematic, sequential, explicit, and diagnostic evidence-based literacy instruction. Fidelity data is collected through regular classroom observations conducted by instructional coaches, school leaders, and the Groves Literacy coach. These observations focus on lesson delivery, instructional routines, pacing, use of explicit modeling, opportunities for guided practice, student engagement, and alignment to evidence-based literacy practices. Coaches also review lesson plans to ensure instruction follows the curriculum sequence and addresses key literacy areas such as phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and oral language. In addition, Bultum Academy reviews benchmark assessment data, progress monitoring data, Groves assessments, fluency checkouts, classroom-based assessments, and intervention records to determine whether instruction is meeting student needs. Fidelity data is discussed during coaching conversations, data meetings, and intervention team meetings so that teachers receive timely feedback, additional modeling, co-planning, or professional development when needed. Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that

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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:

Bultum Academy uses fidelity data to provide targeted coaching support and feedback so that teachers in grades K-12 can implement systematic, sequential, explicit, and diagnostic evidence-based literacy instruction. Instructional coaches, school leaders, and the Groves Literacy coach review data from classroom observations, lesson plan reviews, benchmark assessments, progress monitoring, fluency checks, and student work. Based on this information, coaches provide teachers with specific feedback on lesson delivery, pacing, instructional routines, modeling, guided practice, differentiation, and alignment to evidence-based literacy practices. Coaching support may include one-on-one coaching conversations, co-planning, modeling lessons, co-teaching, side-by-side feedback, and follow-up classroom visits. When fidelity data shows that additional support is needed, coaches help teachers adjust instruction, strengthen implementation of the curriculum sequence, and use student data to respond to individual reading needs. This ongoing coaching process helps ensure that literacy instruction is delivered consistently and effectively across grade levels.

The following changes in instructional practices have impacted students:

Changes in instructional practices have had a positive impact on K-12 student outcomes by creating more consistent, systematic, sequential, explicit, and diagnostic literacy instruction across grade levels. Through LETRS training, Groves Literacy implementation, coaching support, and the use of evidence-based intervention practices, teachers have strengthened their ability to provide direct instruction in foundational reading skills, fluency, vocabulary, comprehension, and writing. These changes have also helped teachers use assessment data more effectively to identify student needs, adjust instruction, and provide targeted support through Tier 1 differentiation, Tier 2 intervention, and Tier 3 intensive reading support. Evidence of impact includes student growth shown through FastBridge, NWEA MAP, Groves assessment data, classroom-based assessments, and progress monitoring results. Students receiving targeted interventions, including Groves instruction, Reading Corps support, and Tier 3 reading intervention, have shown progress toward individual reading goals. While not all students are yet reading at grade level, the data shows that students are making growth when instruction is delivered consistently and supported through coaching, fidelity checks, and data-based intervention planning.

Bultum Academy Charter School (4295-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Bultum Academy has implemented culturally responsive practices as part of our overall approach to literacy instruction. Because our student population includes a high percentage of multilingual learners and students from diverse cultural and linguistic backgrounds, cultural responsiveness is regularly addressed through staff meetings, coaching conversations, classroom observations, and professional development. Teachers are supported in understanding how students' language, culture, background knowledge, and lived experiences impact literacy development. To support implementation, instructional coaches work with teachers to incorporate culturally responsive literacy practices such as using visuals, gestures, oral language support, multilingual resources when appropriate, vocabulary scaffolds, and texts that reflect students' identities and experiences. Coaches also provide feedback during classroom observations and help teachers plan lessons that make reading instruction accessible, inclusive, and connected to students' backgrounds. Bultum Academy will continue supporting teachers through ongoing coaching, professional development, and

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collaboration focused on making literacy instruction both evidence-based and culturally responsive.

Bultum Academy Charter School (4295-07) engaged with the Regional Literacy Network through the following:

- District did not engage with the Regional Literacy Network

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):

Bultum Academy will provide additional literacy-focused professional development opportunities to strengthen instruction across the strands of the Minnesota ELA Standards, including reading, writing, and exchanging ideas. Professional development will include continued coaching support, classroom observations, and feedback from instructional coaches to help teachers improve literacy instruction across grade levels. Teachers will also participate in collaborative planning and PLC meetings to review student work, analyze assessment data, align instruction to ELA standards, and share strategies for integrating reading and writing across content areas. Additional training may focus on text-dependent questioning, close reading, vocabulary development, structured writing tasks, oral language development, and academic discussion. These opportunities will support the reading strand by helping teachers strengthen comprehension, fluency, vocabulary, and foundational reading instruction. They will support the writing strand by helping teachers plan structured writing opportunities connected to texts and content-area learning. They will support the exchanging ideas strand by helping teachers build student capacity for discussion, collaboration, speaking, listening, and academic language. These professional development opportunities will build on existing literacy training and coaching to ensure that instruction is evidence-based, standards-aligned, and responsive to student needs.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	4	0	2	4
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	6	6	0	6
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	12	2	12	12
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	2	2	0	2
K-12 Special Education educators responsible for foundational reading instruction	1	0	1	1
Pre-K through grade five Curriculum Directors	1	0	1	1

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Employees who select literacy instructional materials for grades pre-K through grade five	2	0	2	2
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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
Teachers who provide foundational reading instruction to students in grades 4-12	1	1	0	1
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	2	0	2	2
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

6

The PSLT was provided by:

Regional Literacy Network

14. 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 \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Bultum Academy Charter School (4295-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Bultum Academy Charter School (4295-07) does not include a DLI Program