

## Minnesota READ Act Literacy Plan for 2024-25

For

Bultum Academy Charter School (4295-07)

Date Submitted to the State 06/16/2025

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 \(2024\)](#).

### Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

## 1. Read Act Goals

### District or Charter School Literacy Goals

Bultum Academy Charter School (4295-07)'s literacy goal(s) for the 2024-25 school year:

Bultum Academy's primary reading goal is to ensure all students read at or above grade level and/or meet their individualized reading goal. ROI (rate of improvement) goals set by Fastbridge and NWEA MAP assessments will determine individualized reading goals for multilingual learners and students receiving special education services. By partnering with Groves Literacy Organization, students will be provided with research-based, high quality instruction to learn foundational reading skills. HMH curriculum provides students with the opportunity to explore a variety of texts, including, but not limited to, classic novels, poetry, plays, speeches, primary source documents, and informational text across subject areas. These texts demand a technical proficiency in decoding, comprehending, and analyzing text.

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

To make progress toward our schoolwide literacy goal, we implemented several key changes. First, we adopted the research-based Groves Literacy curriculum, which provides systematic, evidence-based instruction in foundational reading skills. In addition to core instruction, we introduced Groves Tier 2 interventions for students not yet reading at grade level, including older students requiring targeted support. A dedicated staff member was assigned to deliver these interventions, using data from weekly Groves assessments and teacher recommendations to identify students in need. This consistent, data-driven approach has resulted in noticeable growth for many students. Furthermore, we referred students who continued to struggle to our in-house tutoring service through Reading Corps. Approximately half of our students received this or additional intervention support. The combined effect of these interventions has moved many students closer to grade level proficiency, supporting both their 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:

The current student performance does not yet fully reflect the goal of every child reading at or above grade level, as outlined in the READ Act. We still have work to do, especially with our high number of English Language Learners. That said, students have made noticeable progress. Many have shown strong growth, particularly those receiving extra support through the Groves intervention program. FastBridge data has confirmed this improvement. Even though not all students have reached the goal yet, we're encouraged by the progress and continue to build on what's working.

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

#### Local Literacy Plan for Bultum Academy Charter School (4295-07)

Our goal for the 2025â€"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 Kâ€"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.

Bultum Academy Charter School (4295-07)'s 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.

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:

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	N/A
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	N/A
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	N/A
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	N/A

### 3. 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	28	21	29	16	39	22
Grade 1	32	22	31	11	36	17
Grade 2	28	17	18	14	30	16
Grade 3	26	13	20	12	30	13

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 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) 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	39	8
Grade 1	36	6
Grade 2	30	3
Grade 3	30	6

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

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

Bultum Academy Charter School (4295-07) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

We will have a dedicated staff member responsible for overseeing dyslexia screening and ensuring that all students are properly assessed using MDE-approved tools. This staff member will coordinate the administration of screeners, monitor results, and work closely with teachers, interventionists, and families to ensure students who show signs of risk receive timely, research-based interventions. They will also support data tracking, follow-up assessments, and serve as a point of contact for referrals and progress monitoring. By assigning this dedicated role, we aim to create a consistent and effective process for identifying and supporting students with characteristics of dyslexia across all grade levels.

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 Bultum Academy Charter School (4295-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

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 Bultum Academy Charter School (4295-07) 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:

To determine which students in grades 4 -12 are not reading at grade level, our district utilizes the NWEA MAP Growth assessment, administered three times a year, fall, winter, and spring. These assessments provide reliable, nationally normed RIT scores and percentile rankings, which allow us to measure student performance and growth over time. By comparing each student's RIT score to the grade-level norms and expected proficiency benchmarks established by NWEA, we are able to identify students who are performing below grade level in reading



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

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. (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 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 of parent notification for each grade level.

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed
- Other - describe (Required)
  - FASTBridge is approved screener for k-4

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

- Family engagement nights
- Parent teacher conferences

## 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.

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 instruction and interventions are matched to each student's reading needs. Our approach begins with screening data from FastBridge and MAP Growth assessments, which are administered three times per year. These assessments provide detailed insights into students' decoding, fluency, comprehension, and vocabulary development. Students who perform below grade level on these benchmarks are flagged for further review. Data Team, which includes teachers, administrators, and specialists, meets to review the results. Students identified as needing additional help may receive differentiated instruction in Tier 1 or be placed into Tier 2 or Tier 3 interventions.

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

At Bultum Academy, we have clear processes in place for monitoring fidelity and differentiating Tier 1 instruction. An experienced instructional coach plays a key role by supporting teachers in lesson planning with Tier 1 differentiation in mind. This coach also regularly visits classrooms to observe instruction and ensure that Tier 1 strategies are being implemented effectively and consistently. In addition, our use of the Groves Literacy curriculum includes support from a designated Groves coach. This coach provides ongoing professional development, classroom observation, and feedback to ensure the curriculum is being delivered with fidelity. They also assist teachers in making necessary adjustments to meet the diverse needs of students within Tier 1 instruction. These combined efforts help ensure that all students receive high-quality, differentiated instruction that is responsive to their current reading levels and learning needs.

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

At Bultum Academy, we use multiple data points to determine entrance into supplemental (Tier 2) and intensive (Tier 3) reading interventions, with processes in place for both elementary and secondary levels. For students in grades K–3, placement into Tier 2 intervention is based on MAP Growth scores and FastBridge screening results. Students who score below the 20th percentile on MAP (red zone) and are identified as high risk on FastBridge are referred for Tier 2 support. These students receive targeted instruction at least twice a week to address specific areas of need. Students in the same grade range who fall below the 20th percentile on MAP and continue to show persistent reading difficulties over multiple years, or are flagged as showing dyslexia risk, are placed in Tier 3 intervention. This includes more intensive instruction, provided for at least 40 minutes per day, four days a week. For students in grades 4–8, a similar process is followed. Those scoring below the 20th percentile on MAP assessments are placed in Tier 2 and receive targeted small-group instruction. Students who are below the 20th percentile and are flagged by the dyslexia screener are enrolled in Tier 3 intervention.

#### Local Literacy Plan for Bultum Academy Charter School (4295-07)

These students receive intensive reading support for a minimum of 40 minutes per day, four days a week, focusing on foundational skills and comprehension strategies.

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 has a clear K-12 progress monitoring protocol in place to guide adjustments to supplemental (Tier 2) and intensive (Tier 3) reading interventions. For students receiving Tier 2 support, progress is monitored every two weeks using FastBridge progress monitoring tools and classroom-based assessments. For students receiving Tier 3 support, progress is monitored weekly. These students typically demonstrate more significant reading difficulties or dyslexia risk, so frequent monitoring allows for more precise tracking of their growth. In addition to regular data collection, the administration meets monthly with the intervention team to assess student progress and ensure fidelity of implementation. These meetings provide an opportunity to review trends, examine outcomes, and discuss next steps for students who are not making adequate progress. The instructional coach plays a key role in this process by determining how and when to intensify interventions and how to modify instructional strategies based on the data. This ensures that decisions about student support are not only data-informed but also aligned with best instructional practices. The overall goal is to make timely and targeted adjustments that support every student in reaching grade-level reading proficiency.

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

At Bultum Academy, students are exited from supplemental (Tier 2) and intensive (Tier 3) reading interventions based on consistent data that demonstrates mastery of grade-level reading skills and reduced risk as measured by benchmark and progress monitoring tools. Students in Tier 2 may be exited if they are no longer considered at risk based on benchmark assessments administered three times a year (fall, winter, spring). However, students can also exit Tier 2 intervention before the next benchmark window if they demonstrate consistent, grade-level reading performance on at least two consecutive progress monitoring assessments. Students in Tier 3 may exit intervention if they show sustained mastery of grade-level reading skills across three consecutive progress monitoring sessions. In both cases, the decision to exit a student also includes teacher input and confirmation that the student can maintain progress in the core reading program without additional support. This process is applied consistently across both elementary and secondary levels, though in the upper grades, additional input from content area teachers and dyslexia screening data may also be considered. The goal is to ensure that students are not exited prematurely and that they are truly ready to succeed independently in Tier 1 instruction.

Does Bultum Academy Charter School (4295-07) use personal learning plans for literacy:

No

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

· No data entered

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

No data entered

## 9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

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

Yes

The MnMTSS framework is being utilized:

Yes

Bultum Academy Charter School (4295-07) has participated in MDE MnMTSS professional learning:

No

## 10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

### Core Curricula Resources for Grades K-5

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

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60
	· Groves Literacy	Foundational	30
Grade 1	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60
	· Groves Literacy	Foundational	30
Grade 2	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60
	· Groves Literacy	Foundational	30
Grade 3	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	60
	· Groves Literacy	Foundational	30
Grade 4	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	85
Grade 5	· HMH Into Reading K-5, 2022 (Partially Aligned)	Comprehensive	65



## 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 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.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Groves, and Reading Corp	Groves, and Reading Corp
Grade 1	Groves, and Reading Corp	Groves, and Reading Corp
Grade 2	Groves, and Reading Corp	Groves, and Reading Corp
Grade 3	Groves, and Reading Corp	Groves, and Reading Corp
Grade 4	Groves	Groves and Read Naturally
Grade 5	Groves	Groves and Read Naturally
Grade 6	Groves	Groves and Read Naturally
Grade 7	Groves	Groves and Read Naturally
Grade 8	N/A	N/A
Grade 9	N/A	N/A
Grade 10	N/A	N/A
Grade 11	N/A	N/A
Grade 12	N/A	N/A

## 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.

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

- LETRS

Date of expected completion for Phase 1 Professional Development: 09/02/2025

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:

At Bultum Academy, teachers who do not meet the vendor-recommended 80% proficiency level in the approved literacy training receive targeted support to build their instructional capacity. These teachers work closely with the instructional coach, who provides individualized coaching and feedback to address areas of growth. Support may include co-planning lessons, modeling instruction, side-by-side teaching, and regular check-ins to monitor progress. The goal is to ensure that all educators have the skills and confidence needed to deliver high-quality, evidence-based reading 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:

At Bultum Academy, we collect multiple sources of fidelity data to ensure that elementary teachers are effectively implementing explicit, systematic, and evidence-based instruction in the five essential areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Fidelity is monitored through regular classroom observations conducted by our instructional coach and Groves Literacy coach. These observations focus on lesson delivery, use of instructional routines, pacing, student engagement, and adherence to the core components of the Groves curriculum. Observation notes and feedback are shared directly with teachers, and follow-up support is provided as needed. In addition to observations, we review lesson plans to ensure they align with the curriculum and include strategies targeting the five key reading areas. Teachers also submit data from progress monitoring and fluency checkouts, which help us confirm that instruction is both aligned and effective. Monthly administrative check-ins with the intervention team further support the evaluation of instructional quality and fidelity.

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

## Local Literacy Plan for Bultum Academy Charter School (4295-07)

comprehension:

Bultum Academy uses the results of fidelity data to provide targeted coaching and feedback that supports all elementary teachers in delivering explicit, systematic, and evidence-based instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our instructional coach reviews fidelity data collected through classroom observations, lesson plan reviews, and student assessment results. Based on this information, the coach works one-on-one with teachers to strengthen instructional practices in any of the five key reading areas where support is needed. This coaching may include modeling lessons, co-teaching, side-by-side feedback, and helping teachers plan differentiated instruction that aligns with the curriculum. Additionally, our Groves Literacy coach visits classrooms regularly to provide specialized support aligned to the Groves framework. Feedback from both coaches is specific, actionable, and focused on improving instruction and ensuring fidelity to evidence-based methods.

The following changes in instructional practices have impacted students :

We have seen a noticeable positive impact on student outcomes as a result of changes in instructional practices, particularly among our newer teachers. The instructional shifts guided by LETRS training have given new teachers the foundational skills and confidence they need to implement effective reading instruction from the start. This on-the-job training has also benefited existing teachers by deepening their understanding of the science of reading and strengthening their ability to deliver systematic, evidence-based instruction. As a result, students are receiving more consistent and high-quality instruction across classrooms. We have observed growth in benchmark assessments such as FastBridge and MAP, especially among students who are receiving instruction from teachers who have completed the training and are supported through coaching.

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

Bultum Academy has taken intentional steps to implement professional development around culturally responsive practices as part of our overall approach to literacy instruction. Given our diverse student population and the high percentage of English Language Learners, cultural competency is a regular focus in staff meetings, coaching conversations, and professional development sessions. Our instructional coaches lead discussions and trainings that center on understanding students' cultural and linguistic backgrounds and how these factors influence learning. Teachers are supported in adapting their instruction to be more inclusive, such as by using visuals, gestures, multilingual resources, and varied texts that reflect our students' identities and experiences. These conversations and strategies are tied directly to our core literacy practices, ensuring that reading instruction is both culturally responsive and aligned with best practices. We also include cultural competency training during our summer in-service and plan to expand this by offering additional workshops throughout the year. These sessions will focus on practical strategies for making literacy instruction more accessible and relevant to all learners.

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

- Other, explain: (Required)

· Other, explain: (Required)

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

For the upcoming year, Bultum Academy is expanding its literacy-focused professional development opportunities to further strengthen instruction across all strands of the ELA Standards, including reading, writing, and exchanging ideas. One major shift is the addition of a second instructional coach. This will allow for more individualized support, classroom observations, and co-teaching opportunities, especially in early literacy and upper-grade comprehension and writing. Increased collaboration among grade-level teachers will also be a focus. Teachers will have regular opportunities to meet in professional learning communities (PLCs) to review student work, align instruction to the ELA standards, and share strategies for integrating reading and writing across content areas. These meetings will also emphasize the "exchanging ideas" strand, helping teachers build student capacity for oral language development, academic discussion, and collaborative thinking. Additionally, targeted workshops will be offered throughout the year to deepen teacher knowledge and practice in key areas such as text-dependent questioning, close reading, vocabulary development, and structured writing tasks. These sessions will be directly aligned to Minnesota's ELA standards and will build on existing training such as LETRS and Groves Literacy.

### 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	0	1	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	0
K-3 Classroom Educators	8	6	1	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	4	1	1
K-12 Reading Interventionists	1	0	1	0
K-12 Special Education Educators responsible for reading instruction	1	1	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

Local Literacy Plan for Bultum Academy Charter School (4295-07)

Grades 4-12 Classroom Educators responsible for reading instruction	4	2	1	1
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Bultum Academy Charter School (4295-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$14,686.47

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.

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

\$17,632.00

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

- Not applicable

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

\$32318

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

Contracting with a Literacy lead, Providing reading intervention curriculum and training for academic staff.