

## Minnesota READ Act Literacy Plan for 2024-25

For

Pierz Public School District (0484-01)

Date Submitted to the State 06/10/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Pierz Public School District (0484-01). 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

Pierz Public School District (0484-01)'s literacy goal(s) for the 2024-25 school year:

-To have all K-4 teachers trained in structured literacy methods. -To refine our multi-tiered systems of support (screen, identify, intervene, and monitor students who need support). Within our multi-tiered systems, we will refine literacy instruction so at least 80% of students are at benchmark within Tier 1. We will further refine practices and processes in Tier 2 and 3 to support struggling readers. -To ensure automatic and fluent language knowledge so students can read for meaning and comprehend.

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

All teachers in grades PreK -4, specialized teachers, interventionists and elementary principals have been fully trained in LETRS or OL&LA. Alongside this professional development, both Healy and Pioneer have worked to further develop their multi-tiered systems of support in literacy as well as placing an emphasis on building student vocabulary.

The following describes how Pierz Public School District (0484-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Currently we have approximately 75% of K-3 students meeting benchmark at the end of the year. With the Read Act goal of "every student meeting benchmark every year," we will continue to improve our practices in order to increase student achievement.

Pierz Public School District (0484-01)'s literacy goal(s) for the 2025-26 school year:

1. Train Staff on Key Assessment and Support Tools: Provide professional development for teachers on using FastBridge and/or Capti ReadBasix to inform instruction and support student growth.
2. Refine the MTSS Literacy Process: Evaluate and strengthen the current MTSS framework to ensure consistent data use, targeted supports, and progress monitoring.
3. Implement Functional Phonics and Morphology in Tier 1 Instruction in grades K-6: Launch systematic instruction in phonics and morphology across classrooms to strengthen foundational skills for all students.
4. Research and Adopt Knowledge-Building Resources (K-6): Identify and potentially pilot high-quality, content-rich materials that build background knowledge and vocabulary, especially in science, social studies, and literature.
5. Develop Tier 2 and Tier 3 Intervention Structures: Expand and systematize interventions beyond Tier 1 by creating clear protocols, scheduling supports, and selecting effective, evidence-based programs.

Pierz Public School District (0484-01)'s Local Literacy Plan is posted on the district website at:

<https://www.pierzschools.org/Page/106>



## 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 Pierz Public School District (0484-01) 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)	MDE composites	na
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	na
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	na
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	na

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Pierz Public School District (0484-01) 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	82	57	83	54	84	72
Grade 1	87	52	87	44	87	58
Grade 2	82	39	83	49	83	62
Grade 3	75	49	76	54	76	57

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 Pierz Public School District (0484-01) 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.

Pierz Public School District (0484-01) 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:

MDE composites

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	84	12
Grade 1	87	29
Grade 2	83	21
Grade 3	76	19

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 Pierz Public School District (0484-01) 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			
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 Pierz Public School District (0484-01) 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:

Pierz school district will screen students in grades 4-12 using STAR. Screening windows will be: fall, winter, spring. For those students not reading at benchmark in STAR, the Capti ReadBasix will be given.

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

The following table displays the number of students in Pierz Public School District (0484-01) 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 Pierz Public School District (0484-01) 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	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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

- 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

Pierz Public School District (0484-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

We will consider how we will notify parents of students' reading abilities in grades 4+ next year.

## 8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Pierz Public School District (0484-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Students in grades K-3 are screened three times a year (fall, winter, spring) with FASTBridge assessments, as identified by MDE and the Read Act. Students who are reading below benchmark after a screening window are then referred on for diagnostic assessments to determine their specific need(s). Once data is collected, classroom teachers and interventionists meet to match intervention with each student's specific needs. Intervention is implemented and monitored to ensure adequate growth is occurring. In grades 4-12, students are screened three times a year with STAR. Following screening windows, classroom teachers, SPED teachers and interventionists determine student needs and implement intervention thereafter.

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

In grades K-6, Tier 1 instruction is monitored through data meetings and our building literacy team. At a minimum, grade level teachers and interventionists meet quarterly (after each screening window) to monitor fidelity of Tier 1 instruction and discuss needed differentiation. Teachers then work within their PLCs to discuss curriculum, assessment, and instruction in Tier 1. Pioneer's building literacy team is the mechanism which facilitates continuous improvement throughout our literacy systems. This year in particular, our PreK-6 team researched and selected a new foundational skills curriculum for implementation in Fall 2025.

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

At the elementary level, students are screened three times a year. Following that screening, students below benchmark are identified for intervention. For those students who require ongoing intervention over multiple testing intervals, they are referred on to our Student Opportunity Team for further consideration of a more intensive, targeted reading intervention and/or support. If progress is still lagging after multiple interventions have been implemented, students move on to our child study team with possible assessment for special education services. At the secondary level, students are given the STAR assessment three times a year. Students who are below benchmark in reading receive accommodations and reteaching within their ELA classrooms. If student growth is still lagging, they are referred to the MTSS team where teachers implement research-based interventions and document the student's progress over the course of at least 6 weeks. The team monitors for improvement in skills. If there is no change, they either implement new strategies or look to evaluate for special education services.

Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs: Once every two weeks

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

Progress monitoring occurs weekly or biweekly in order to chart progress and determine if modifications need to be made to instruction.

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

Students exit reading intervention when they are making adequate progress and/or have reached grade level benchmarks in the area identified for intervention.

Does Pierz Public School District (0484-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Pierz Public School District (0484-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Through the work of our building literacy team, grades K-4 will be streamlining their Tier 1, 2, and 3 instruction in the are of foundational skills. Data meetings will intentionally look at each Tier in order to analyze necessary adjustments or modifications. Progress monitoring data will be analyzed and decisions made based on a student's rate of growth (i.e. trend lines) and meeting benchmark for their grade level.

## 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.

Pierz Public School District (0484-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Pierz Public School District (0484-01) has participated in MDE MnMTSS professional learning:

No data entered

### Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Pierz Public School District (0484-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

MTSS will be further refined as systems and structures will be in place to streamline our Tier 1, 2 and 3 instruction.

## 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 Pierz Public School District (0484-01), 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	· SPIRE, Heggerty, Kilpatrick	Foundational	90
	· Kinder Literacy by Tara West	Knowledge Building	30
Grade 1	· SPIRE, Heggerty	Foundational	100
	· Journeys	Knowledge Building	40
Grade 2	· SPIRE	Foundational	90
	· Journeys	Knowledge Building	60
Grade 3	· SPIRE	Foundational	70
	· Journeys	Knowledge Building	70
Grade 4	· SPIRE, Rewards	Foundational	20
	· Journeys	Comprehensive	110
Grade 5	· Teacher Created Curriculum based on MN Standards	Comprehensive	90

### Continuous Improvement for Core Reading Instruction and Curricula

Pierz Public School District (0484-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Next year, Pioneer will begin implementing Functional Phonics in grades K-2 and Functional Morphology in grades 3-6 (with grade 5 and 6 splitting the grade 5 content).

## 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 Pierz Public School District (0484-01) 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	UFLI, PRESS	UFLI
Grade 1	UFLI, FastBridge, PRESS	UFLI
Grade 2	UFLI, FastBridge, Reading CORE, PRESS	UFLI
Grade 3	UFLI, FastBridge, Reading CORE, PRESS	UFLI, All About Reading
Grade 4	Rewards, UFLI, FastBridge	UFLI, All About Reading
Grade 5	Teacher created based on Tier 1 formative assessments	Teacher created based on IEP goals, All About Reading
Grade 6	Teacher created based on Tier 1 formative assessments	Teacher created based on IEP goals
Grade 7	Differentiation in the ELA classroom	Teacher created based on IEP goals
Grade 8	Differentiation in the ELA classroom	Teacher created based on IEP goals
Grade 9	Differentiation in the ELA classroom	Teacher created based on IEP goals
Grade 10	Differentiation in the ELA classroom	Teacher created based on IEP goals
Grade 11	Differentiation in the ELA classroom	Teacher created based on IEP goals
Grade 12	Differentiation in the ELA classroom	Teacher created based on IEP goals

### Continuous Improvement for Reading Interventions

Pierz Public School District (0484-01) will make the following changes to reading interventions for the 2025-26 school year:

With the adoption of Functional Phonics and Morphology, K-6 intervention will use the same resource to provide targeted interv

## 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.

Pierz Public School District (0484-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 01/17/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Trainee

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

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

All Phase 1 teachers completed and reached 80% proficiency level. No additional steps needed beyond training new teachers in future years.

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:

Our first step was ensuring that all elementary teachers were trained in OL&LA or LETRS. Next year, grades K-6 will implement a new foundational curriculum that highly aligns to the professional development they received. We will begin the year with a 6 hour professional development on the new curriculum. Throughout the year, our building literacy team, alongside PLCs, will monitor fidelity of implementation.

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:

Next year, we will have a teacher dedicated to support literacy within Tier 1, 2, and 3 instruction. Part of her role will be responding with teachers to data gathered over the course of the year.

The following changes in instructional practices have impacted students :

Over the course of this year, our K-3 data has dramatically increased from fall to spring proficiency levels.

Pierz Public School District (0484-01) has implemented the following professional development and support for teachers around culturally responsive practices:

As a part of Q-comp and TD&E, our district is implementing a rubric to use when considering culturally responsive practices in all subject areas, including literacy. In particular, OL&LA and LETRS training provided teachers with professional development around Multiple Language Learners and specific teaching practices to

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embed into core instruction.

Pierz Public School District (0484-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Requested district support with implementation

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):

Professional development will be focused around assessment and screening, strengthening foundational skill instruction at all levels and analyzing the recent ELA standards.

### 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	3	3	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	16	16	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	5	5	0	0
K-12 Reading Interventionists	4	4	0	0
K-12 Special Education Educators responsible for reading instruction	10	10	0	0
PreK through grade 5 Curriculum Directors	2	2	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	28	0	0	28

#### 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	13	0	0	13
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	9	0	0	9
Grades 6-12 Curriculum Directors	2	0	0	2
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.

Pierz Public School District (0484-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$75,088.34

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

\$75,088.34

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Employing a reading intervention specialist

### READ Act Literacy Aid

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

Pierz Public School District (0484-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$49,725.30

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Curriculum reviewed by MDE that was rated as highly aligned

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

\$8735

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

We will use the remaining funds on curriculum purchases that are deemed highly aligned by MDE.