

RMinnnesota READ Act Literacy Plan for 2024-25

for

NRHEG Public Schools

Date Submitted to the State 06/15/2025

1. READ Act Goals

NRHEG Public Schools' literacy goal(s) for the 2024-25 school year:

The goal of the NRHEG Public School district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2010) for their grade level. The standards are aligned with the district's curriculum and a plan is in place to ensure that the standards are taught within the time available.

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

PreK-5th grade teachers and preK-12th grade Special Education teachers that teach ELA standard completed the OL&LA training course between September 2024 and June 2025. Part of other teachers' professional focus this school year was literacy in the classroom.

The following describes how NRHEG Public Schools' current student performance differs from the literacy goal detailed in the READ Act:

Per student performance data, improvement on a district scale has not yet been affected by our READ Act implementations.

NRHEG Public Schools' literacy goal(s) for the 2025-26 school year:

The goal of the NRHEG Public School district is to ensure that all learners successfully achieve the Minnesota K-12 Academic Standards in English Language Arts (2020) for their grade level.

By the conclusion of the 2025-26 school year:

- We will implement Amplify Core Knowledge Language Arts (CKLA) K-5 and UFLI Foundations K-2; evidence-based curricula that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
- We will complete READ Act literacy training for all Phase I instructors and instructional support staff.
- The percentage of all students in grade k-5 at NRHEG that achieve "Low Risk" or "Exceeds" benchmarks on FastBridge spring assessments will increase from 52% in 2025 to 65% in 2026.

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 NRHEG Public Schools and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
K	FastBridge earlyReading	MDE Composites	N/A
Grade 1	FastBridge CBM Reading	MDE Composites	N/A
Grade 2	FastBridge CBM Reading	MDE Composites	N/A
Grade 3	FastBridge CBM Reading	MDE Composites	N/A

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills NRHEG resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	# of Students universally screened Fall	# of Students at or above Benchmark Fall	# of Students universally screened Winter	# of Students at or above Benchmark Winter	# of Students universally screened Spring	# of Students at or above Benchmark Spring
K	46	38	49	28	50	27
Grade 1	51	20	53	19	54	21
Grade 2	46	23	47	26	47	23
Grade 3	50	22	49	20	48	17

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how NRHEG 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.

NRHEG used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composite scores

Grade Level	# of Students screened for dyslexia	# of students demonstrating characteristics of dyslexia
K	49	24
Grade 1	53	36
Grade 2	47	24
Grade 3	49	30

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 NRHEG to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Grade Level	Screening Tool Used	Screening Tool Vendor	Criteria/Benchmark Used
Grade 4	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A

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 NRHEG to determine which students in grades 4-12 are not reading at grade level:

Grade level data meetings using MCAs and FastBridge

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:

Information pending MDE contract negotiations with Capti ReadBasix vendor

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

The following table displays the number of students in NRHEG 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	# of students identified as Not Reading at Grade Level who were screened	# of students demonstrating characteristics of dyslexia	# of students identified as Not Reading at Grade Level who were opted out of screening
4th-12th	N/A	N/A	N/A

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 NRHEG Public Schools 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.

Grade Level	Parent Notified?	Frequency of Notification
K	Yes	3 times per year
Grade 1	Yes	3 times per year
Grade 2	Yes	3 times per year
Grade 3	Yes	3 times per year
Grade 4	Yes	3 times per year
Grade 5	Yes	3 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
Grade 9	Yes	2 times per year
Grade 10	Yes	2 times per year
Grade 11	Yes	2 times per year
Grade 12	Yes	2 times per year

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

K-5 : Parent/Teacher conferences and letters sent home

6-12 : Parent/Teacher conferences

The following content is included in the parent notification:

Student reading proficiency level

Reading services being offered to the student

Strategies to use at home help student succeed

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

Parent/Teacher Conferences

Literacy night at the elementary school

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.

NRHEG uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

All prek-5th grade level teachers have completed the CORE OL&LA training module.

FastBridge screeners are used 3 times per year in K-6th grade.

Grade level data meetings are held after each screening period to determine student differentiation needs.

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

K-5 Grade level meetings occur regularly to discuss student progress and curricular success.

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

Grade level data meetings to discuss students below reading levels on FastBridge assessments.

Student Assistance Team (SAT) meetings where teachers bring students to the team to discuss data and options.

Progress monitoring data collection for students in Tier 2 occurs:

K-5 Weekly

Progress monitoring data collection for students in Tier 3 occurs:

K-5 Weekly

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:

Interventionist and grade level teacher observation and data.

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

Students screen at or above grade level in a FastBridge screening assessment.

Does NRHEG use personal learning plans for literacy:

No

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

N/A

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

N/A

Continuous Improvement for Data-Based Decision Making for Action

NRHEG 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:

We will explore the implementation of personal learning plans for literacy.

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.

NRHEG is implementing a multi-tiered system of support framework:

Yes

10. Core Curricular Resource Grades K-5

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

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by NRHEG Public Schools, how the resource is used and the minutes of instructional delivery per day in grades K-5.

Grade Level	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
K	Teacher Made Materials	Knowledge Building	90
	Really Great Reading	Foundational	
	Fountas & Pinnell	Supplemental	
Grade 1	Teacher Made Materials	Knowledge Building	90
	Really Great Reading	Foundational	
	Fountas & Pinnell	Supplemental	
Grade 2	Teacher Made Materials	Knowledge Building	90
	UFLI	Foundational	
	Fountas & Pinnell	Supplemental	
Grade 3	Teacher Made Materials	Knowledge Building	60
	UFLI	Foundational	
	Fountas & Pinnell	Supplemental	
Grade 4	Teacher Made Materials	Knowledge Building	60
	Fountas & Pinnell	Supplemental	
Grade 5	Teacher Made Materials	Knowledge Building	60
	Fountas & Pinnell	Supplemental	

Continuous Improvement for Core Reading Instruction and Curricula

NRHEG Public Schools will make the following changes to core reading instruction and curricula for the 2025-26 school year:

K-2 will implement UFLI Foundations

K-5 will implement the knowledge portion of CKLA

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 NRHEG Public Schools in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade Level	Supplemental (Tier 2) Reading Interventions	Supplemental (Tier 3) Reading Interventions
K	UFLI, Heggerty, Barton	Individualized instruction based on IEP goals
Grade 1	UFLI, Heggerty, Barton	Individualized instruction based on IEP goals
Grade 2	UFLI, Heggerty, Barton	Individualized instruction based on IEP goals
Grade 3	UFLI, Heggerty, Barton	Individualized instruction based on IEP goals
Grade 4	UFLI, Heggerty, Barton	Individualized instruction based on IEP goals
Grade 5	UFLI, Heggerty, Barton	Individualized instruction based on IEP goals
Grade 6	N/A	Individualized instruction based on IEP goals
Grade 7	N/A	Individualized instruction based on IEP goals
Grade 8	N/A	Individualized instruction based on IEP goals
Grade 9	N/A	Individualized instruction based on IEP goals
Grade 10	N/A	Individualized instruction based on IEP goals
Grade 11	N/A	Individualized instruction based on IEP goals
Grade 12	N/A	Individualized instruction based on IEP goals

NRHEG will make the following changes to reading interventions for the 2025-26 school year:

We will discuss changes when MDE releases recommended intervention models in November 2025.

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.

NRHEG is using the following approved professional development program:

CORE OL&LA

Date of expected completion for Phase 1 Professional Development:

05/30/2026 (>95% phase 1 is currently completed)

Synchronous professional development sessions were facilitated by:

Jason Touvence, Local Certified Facilitator

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:

N/A

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:

To be implemented next year by the District Literacy Lead.

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:

To be implemented next year by the District Literacy Lead.

The following changes in instructional practices have impacted students:

Our OL&LA training was highly influential in our search for new curriculum,.

NRHEG has implemented the following professional development and support for teachers around culturally responsive practices:

Our 2025-2026 Teacher Development and Evaluation plan is being updated to include culturally responsive practices.

NRHEG engaged with the Regional Literacy Network through the following:

Attendance of Literacy Lead Community if Practice through South Central Service Coop.

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):

As new elementary staff joins NRHEG Public Schools, CORE OL&LA training will be provided.

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.

Phase 1: Educator Role	Total # in District	# Completes	# in Progress	# who still need training
PreK Classroom and SpEd Educators	3	3	0	0
PreK-12 ELL Teachers	1	0	0	1
K-3 Classroom Teachers	12	12	0	0
4-5 Classroom Educators	6	6	0	0
K-12 Reading Interventionists	2	2	0	0
K-12 SpEd Reading Teachers	7	7	0	0
PreK - 5 Curriculum Directors	1	1	0	0
PreK - 5 Instructional Support Staff for Reading	14	0	0	14

Phase 2: Educator Role	Total # in District	# Completes	# in Progress	# who still need training
4-12 Classroom Teachers ELA	7	0	0	7
K-21 Educators GIP	0	0	0	0
6-12 Instructional Support Staff for Reading	2	0	0	2
6-12 Curriculum Directors	0	0	0	0
6-12 Literacy Curriculum materials selectors	1	0	0	1

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

NRHEG received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$36,000

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

\$36,000

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

Interventionist time and materials

READ Act Literacy Aid

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

NRHEG received the following amount of READ Act Literacy Aid in the 2025 school year:

\$60,192

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

MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

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

\$0

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

N/A