

## Minnesota READ Act Literacy Plan

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

For

Pelican Rapids Public School District (0548-01)

Date Submitted to the State 06/09/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Pelican Rapids Public School District (0548-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). 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

Pelican Rapids Public School District (0548-01)'s literacy goal(s) for the 2024-25 school year:

Implementation of LETRS Training for teachers over the next two years will allow us to tackle our decoding skills deficiency. This strategic approach will equip educators with the essential knowledge and tools to effectively teach phonics and bolster students' decoding skills.

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

The search for a new Language Arts Curriculum was put off until all teachers have finished LETRS training. The Instructional Leadership will begin this fall looking at new Language Arts Curriculum for implementation. Teachers in at Viking Elementary have completed year one of LETRS training and will complete year two in the upcoming school year. Teachers at the high school that were identified in the Read Act have completed the OLLA training. The high school teachers that are identified in phase two of the Read Act will have OLLA training in the 2025-26 school year.

The following describes how Pelican Rapids Public School District (0548-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Viking Elementary School teachers have learned a lot in year one of LETRS training. Teachers will continue the second year of their LETRS training as well as implement strategies that they have learned from Units 1-4. The skills that our teachers continue to learn will help all of our students decoding and phonics skills.

Pelican Rapids Public School District (0548-01)'s literacy goal(s) for the 2025-26 school year:

Teachers at Pelican Rapids School will be trained in year two of LETRS at Viking Elementary or Olah at Pelican Rapids High School. Implementation of LETRS Training for teachers s will allow us to tackle our decoding skills deficiency. This strategic approach will equip educators with the essential knowledge and tools to effectively teach phonics and bolster students' decoding skills.

Pelican Rapids Public School District (0548-01)'s Local Literacy Plan is posted on the district website at:

[https://www.pelicanrapids.k12.mn.us/cms/lib/MN01909651/Centricity/Domain/24/Local%20Literacy%20Plan%](https://www.pelicanrapids.k12.mn.us/cms/lib/MN01909651/Centricity/Domain/24/Local%20Literacy%20Plan%202024-25.pdf)

## 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 Pelican Rapids Public School District (0548-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

### Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

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

Universal screening for foundational reading skills for Pelican Rapids Public School District (0548-01) 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	60	30	55	34	59	31
Grade 1	64	27	66	25	65	18
Grade 2	54	18	52	11	51	13
Grade 3	64	25	65	24	68	28

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 Pelican Rapids Public School District (0548-01) 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.

Pelican Rapids Public School District (0548-01) 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	60	9
Grade 1	64	8
Grade 2	54	10
Grade 3	64	12

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

Pelican Rapids Public School District (0548-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

Viking Elementary School will be using the Capti Read Basix for our dyslexia screening. Students that are below the standards during the fall, winter, and spring benchmark testing will be given the Capti Read Basix test.

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 Pelican Rapids Public School District (0548-01) 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 Pelican Rapids Public School District (0548-01) 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:

Fast bridge will be used in grades 4-6 and Star testing for 7-12. These tests will be given at fall, winter, and spring benchmarking.

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

The following table displays the number of students in Pelican Rapids Public School District (0548-01) 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 Pelican Rapids Public School District (0548-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

### Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	Yes	3 times per year, after each screening window
Grade 10	Yes	3 times per year, after each screening window
Grade 11	Yes	3 times per year, after each screening window
Grade 12	Yes	3 times per year, after each screening window

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
- Mailed Letter

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

Pelican Rapids Public School District (0548-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

This year we didn't notify parents of students in grades 7-12, but will starting in the fall of 2025-26. This notification will be done by a letter sent to all parents of students who are reading below grade level.

## 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.

Pelican Rapids Public School District (0548-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

According to the grade level, elementary students participate in some form of Fastbridge benchmark assessments three times each year – fall, winter, and spring. The data is reviewed by the teachers and interventionists during PLC's to determine which students require extra support. Students who fall in the high-risk category and are not meeting grade level expectations are identified as possible students for our ADSIS Tier 3 Intervention one-to-one program. The ADSIS teachers use Press and Heggerty assessments fall, winter, and spring to reassess the gaps in students' education that need to be filled. Once the gaps are found, the ADSIS teachers explicitly teach the areas or skills the students need to strengthen. FastBridge assessments are used weekly to measure the fluency of skills and reading fluency to monitor the progress the student is performing at compared to grade-level expectations. For students that need supplemental support, additional data is collected, and appropriate small intervention groups are created to meet the student's needs. Monthly PLC meetings reassess the progress of the small groups to determine if any instructional adjustments need to be made. Students in grades 7-10 completed the STAR Reading assessment for each benchmark window. Student data was reviewed by staff to determine the interventions students would receive.

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

In Tier 1 instruction models, fidelity is monitored through walkthroughs that utilize a literary focused checklist, classroom observations, and data reviews of benchmark assessments. Through classroom observations and walkthroughs, components of the instruction are chosen for focus and feedback. The data review of benchmarks assessments looks to see if 80% or more of the students are meeting grade level expectations in each of the components of the benchmark data. Differentiation needs of Tier 1 instruction is determined through the use of formative assessments. Using the data from the assessments, instruction is adjusted accordingly. Another way the assessments assist Tier 1 instruction is by allowing educators see the areas where students struggle and create flexible groups to focus on specific skills to address student needs. These flexible arrangements allow for fluid grouping as students master skills. Teachers also are utilizing instructional strategies to help meet the needs of all students which include think/pair/share, scaffolding, graphic organizers, and kinesthetic movements.

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

In order to receive targeted reading intervention, students must score in below grade level on the benchmark assessments. Teacher observations, FastBridge assessment data collected in fall, winter, and spring, and teacher recommendations are used to accurately select tier 2 and tier 3 students. All students that are selected

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for additional reading services are performing below grade level expectations in reading.

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:

Students are progressed monitored weekly. Tier 2 and Tier 3 interventions are modified after 4-6 weeks of no progress.

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

Students must reach grade level three times in a row during weekly progress monitoring in order to reach exiting criteria for Tier 2 and Tier 3 support.

Does Pelican Rapids Public School District (0548-01) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

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

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

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

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

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

Pelican Rapids Public School District (0548-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Pelican Rapids Public School District (0548-01) 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 Pelican Rapids Public School District (0548-01), 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	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	90
Grade 1	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	90
Grade 2	· Bridge to Reading Foundational Skills Kit (Heggert	Foundational	90
Grade 3	· McGraw Hill Treasures	Comprehensive	90
Grade 4	· McGraw Hill Treasures	Comprehensive	90
Grade 5	· McGraw Hill Treasures	Comprehensive	60

## 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 Pelican Rapids Public School District (0548-01) 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	FastBridge Interventions	FastBridge Interventions
Grade 1	FastBridge Interventions	FastBridge Interventions
Grade 2	FastBridge Interventions	FastBridge Interventions
Grade 3	FastBridge Interventions	FastBridge Interventions
Grade 4	FastBridge Interventions	NA
Grade 5	FastBridge Interventions	NA
Grade 6	FastBridge Interventions	NA
Grade 7	Read 180	NA
Grade 8	Read 180	NA
Grade 9	Read 180	NA
Grade 10	Read 180	NA
Grade 11	Read 180	NA
Grade 12	Read 180	NA

### Continuous Improvement for Reading Interventions

Pelican Rapids Public School District (0548-01) will make the following changes to reading interventions for the 2025-26 school year.

Grades 7-12 will be offering interventions for all students who do not meet benchmark in fall, winter, and spring testing.

## 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.

Pelican Rapids Public School District (0548-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 05/21/2026

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:

For the 2024-25 school year all of our teachers that have completed LETRS have scored above the required 80% proficiency level. Teachers have been using workshop time for the online modules for LETRS.

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:

In order to ensure that elementary teachers are able to provide explicit, systematic, evidence-based instruction, there have been three main fidelity data sources. A data review of Fastbridge assessment benchmark data is conducted after each benchmarking window to see if 80% of the students are meeting grade level expectations. Also, walk through checklists are utilized two times a year to ensure all of the reading components are being included in instruction. Finally, classroom observations also allow for fidelity data to be collected on an individual classroom basis.

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:

After analyzing the fidelity data and identifying areas of strengths and area to focus on, the administration meets with the instructional leadership team to review the findings. The Instructional Leadership Team shares the fidelity information at PLC's to emphasis things that are going well and develop plans to guide instruction. As the team works through the new information received, specific focus is dedicated to each of the five areas of reading instruction to make sure that the information is being presented properly.

The following changes in instructional practices have impacted students :

All grade levels have noticed increased student engagement with the addition of the Science of Reading

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instructional practices. Feeling more confident and experiencing success with reading has led to students engaging in more independent reading. Fifty percent of students in each grade level made at least typical if not aggressive reading growth in the benchmark assessments. In fourth grade, 59% of the students made aggressive growth with is higher than 75% of students their age nationally on norm-based criterion. Teacher observations have noted that students are able to decode words which has led to deeper understanding instead of the previous guess and check method that had been utilized in the past.

Pelican Rapids Public School District (0548-01) has implemented the following professional development and support for teachers around culturally responsive practices:

District level professional development has addressed culturally responsive practices to help educators understand the cultural background of our students. The professional development focused on the cultural components of language acquisition which is beneficial when instructing students from other countries and they speak a variety of languages. Being aware of language acquisition and the pronunciation of different sounds in languages such as Spanish allowed our teachers to help students overcome the challenges of hearing and pronouncing sounds found in English but not their own language. This knowledge combined with the awareness of the impact of including examples of our students' cultures in our materials allows us to help our students feel included. After presenting the information to the teachers in professional development, teachers have been asked to begin using a culturally responsive lens in their classrooms. This includes using diverse texts, explicit instruction of vocabulary, and inclusive texts into their classroom libraries. Reflections and conversations during PLCs help support the teachers on this path.

Pelican Rapids Public School District (0548-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

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):

Our Service Cooperative led professional development sessions discussing the upcoming ELA standards and implementation. The Co-op will be working with teachers throughout the summer to implement the 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)	3	1	2	0
K-3 Classroom Educators	15	0	15	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	7	0	7	0
K-12 Reading Interventionists	7	2	5	0
K-12 Special Education Educators responsible for reading instruction	6	3	3	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

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Grades 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
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	4	0	1	3
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.

Pelican Rapids Public School District (0548-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$39,932.00

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

\$24,310.00

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

### READ Act Literacy Aid

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

Pelican Rapids Public School District (0548-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$34,348.00

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
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Reading intervention (curriculum, materials, training)

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

\$34348

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

Pelican Rapids will use the remaining funds to help purchase curriculum as well as train new teachers at are hired to our district and do not have the required Read Act Training.