Minnesota READ Act Literacy Plan

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

For

Pipestone Area School District (2689-01)

Date Submitted to the State 06/04/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Pipestone Area School District (2689-01). 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

Pipestone Area School District (2689-01)'s literacy goal(s) for the 2024-25 school year:

District's Literacy Goals for 2024-25 School Year The Pipestone Area Schools School District will focus on enhancing evidence-based structured literacy instruction during the 2024-25 school year. Professional development will be offered for K-3 educators, special education staff providing reading instruction, reading intervention educators and to our administration who assist in selecting curriculum. In addition, the district will evaluate our Tier 1 curriculum and intervention resources to ensure alignment with evidence based practices. Guidance provided by the Minnesota Department of Education and the University of Minnesota Center for Applied Research and Educational Improvement will be continuously reviewed and incorporated into the Pipestone Area School District's Literacy Plan.

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

Evidence based structured literacy during 24-25, implementing UFLI, provided professional development for UFLI, special education staff, and title teachers. We are using Dibels to screen for reading difficulties Looked at approved curriculums from MDE.

The following describes how Pipestone Area School District (2689-01)'s current student performance differs from the literacy goal detailed in the READ Act:

According to end of year Dibels data: 22% of kindergarten students are below grade level. 26% of first grade students are below grade level. 37% of second grade students are below grade level. 33% of third grade are below grade level. According to end of year NWEA data 70% of fourth graders are below grade level. 65% of fifth graders are not grade level.

Pipestone Area School District (2689-01)'s literacy goal(s) for the 2025-26 school year:

The goals for Pipestone Area Schools is to continue to implement structured literacy. We will be training in MnMTSS and make a plan for our district. Continuing to monitor implementation of Tier 1 instruction. New curriculums will be Benchmark Advance K-5, and Functional Morphology 3-5. Continue implementation of UFLI for grade K-2. Special education and ML teachers will be taking CORE training. 4-12 will be using Capti to screen and diagnose reading difficulties.

Pipestone Area School District (2689-01)'s Local Literacy Plan is posted on the district website at:

https://www.pas.k12.mn.us/literacy-plan/

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 Pipestone Area School District (2689-01) 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	mClass with DIBELS 8th Edition	MDE composites	NWEA
Grade 1	mClass with DIBELS 8th Edition	MDE composites	NWEA
Grade 2	mClass with DIBELS 8th Edition	MDE composites	NWEA
Grade 3	mClass with DIBELS 8th Edition	MDE composites	NWE

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Pipestone Area School District (2689-01) 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	85	39	86	51	86	67
Grade 1	84	51	84	56	85	63
Grade 2	72	44	71	39	71	55
Grade 3	79	49	80	49	81	54

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 Pipestone Area School District (2689-01) 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.

Pipestone Area School District (2689-01) 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:

Other: Explain below

In the fall we used vendor benchmark composites. I

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	86	8
Grade 1	85	11
Grade 2	71	11
Grade 3	81	17

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 Pipestone Area School District (2689-01) 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	NWEA MAP Test	NWEA MAP	RIT Score
Grade 5	NWEA MAP Test	NWEA MAP	RIT Score
Grade 6	NWEA MAP Test	NWEA MAP	RIT Score
Grade 7	NWEA MAP Test	NWEA MAP	RIT Score
Grade 8	NWEA MAP Test	NWEA MAP	RIT Score
Grade 9	NWEA MAP Test	NWEA MAP	RIT Score
Grade 10	NWEA MAP Test	NWEA MAP	RIT Score
Grade 11	NWEA MAP Test	NWEA MAP	RIT Score
Grade 12	NWEA MAP Test	NWEA MAP	RIT Score

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 Pipestone Area School District (2689-01) 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:

NWEA MAP Assessment RIT Score

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

The following table displays the number of students in Pipestone Area School District (2689-01) 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 Pipestone Area School District (2689-01) 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	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	1 time per year
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	Yes	1 time per year
Grade 10	Yes	1 time per year
Grade 11	Yes	1 time per year
Grade 12	Yes	1 time per year

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

· 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

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

· Family engagement nights

· Parent teacher conferences

· School events

· Other - describe (Required)

· Book Fair, I Love to Read Month, Literacy Night

Continuous Improvement for Parent Notification

Pipestone Area School District (2689-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

A letter that will have child's MDE composite score, literacy strategies for families, and related services students will be receiving.

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.

Pipestone Area School District (2689-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

This is the first year of implementation with dibels. We are putting data in the MDE Checklist and students are getting Title 1 if they are below or well below.

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

Tier 1 will be monitored by administrator walk throughs. Administrators will use UFLI Checklist, comprehension checklist, writing checklist, Phonic lesson from LETRS. 6-12 teachers will be having a fall training related to activities aligned to structured literacy that they can use in their classrooms.

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

MDE composite scores, far below will be given the CORE or LETRS Screener, yellow would review daily work in WIN group and be progress monitored biweekly. 4-12 NWEA is currently given and Capti will screen and diagnose reading difficulties.

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:

Dibels K-3 Capti 4-12

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

Kindergarten through fifth grade will rely on grade level benchmarks on dibels through progress monitoring 6-12 progress monitoring through Capti.

Does Pipestone Area School District (2689-01) 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.**

Pipestone Area School District (2689-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Pipestone Area School District (2689-01) has participated in MDE MnMTSS professional learning:

No

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

Pipestone Area School District (2689-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Staff will be taking MnMTSS in June of 2025.

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 Pipestone Area School District (2689-01), 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	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	90
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	90
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	90
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	90
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	90
Grade 5	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
	· Benchmark Advance, K-5, in press (Partially Aligne	Knowledge Building	90

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Continuous Improvement for Core Reading Instruction and Curricula

Pipestone Area School District (2689-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We are currently reviewing evidence based curriculums from the MDE Curriculum lists. 3-5 will adopt Functional Morphology.

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 Pipestone Area School District (2689-01) 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	UFLI
Grade 1	UFLI	UFLI
Grade 2	UFLI	UFLI
Grade 3	UFLI	UFLI
Grade 4	UFLI	UFLI
Grade 5	UFLI	UFLI
Grade 6	Classroom	Classroom
Grade 7	Classroom	Classroom
Grade 8	Classroom	Classroom
Grade 9	Classroom	Classroom
Grade 10	Classroom	Classroom
Grade 11	Classroom	Classroom
Grade 12	Classroom	Classroom

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Continuous Improvement for Reading Interventions

Pipestone Area School District (2689-01) will make the following changes to reading interventions for the 2025-26 school year

We will look at the intervention lists in November and review and possibly use new interventions.

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.

Pipestone Area School District (2689-01) is using the following approved professional development program:

· CORE OLLA

· LETRS

Date of expected completion for Phase 1 Professional Development: 06/01/2026

Synchronous professional development sessions were facilitated by:

· Vendor Provided Facilitator

· Local Certified Traine

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:

Teachers will have coaching support from the District Literacy Lead.

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:

UFLI Checklist, comprehension checklist, writing checklist, Phonic lesson from LETRS, and student data based off of Student Dibels testing.

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:

Administration walkthroughs and a plan is created with the teacher. Teachers may be referred to District Literacy Lead for support.

The following changes in instructional practices have impacted students :

More data is necessary.

Pipestone Area School District (2689-01) has implemented the following professional development and support for teachers around culturally responsive practices:

Acknowledging and Valuing Diversity by recognizing and respecting students' cultural differences, including language, beliefs, and traditions.

Pipestone Area School District (2689-01) engaged with the Regional Literacy Network through the following:

· Attended District Literacy Lead Community of Practice

· Attended Local Certified Facilitator Community

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):

Literacy professional development will be given during PLC time.

Continuous Improvement for Professional Development Plan

Pipestone Area School District (2689-01) will make the following changes to the professional development plan for the 2025-26 school year:

We will develop as needs arise. Paraprofessionals will be supported through the para training in 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	3	3	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	3	1	0	2
K-3 Classroom Educators	16	12	2	2
Grades 4-5 (or 6) Classroom Educators (as determined by district)	8	8	0	0
K-12 Reading Interventionists	3	2	0	1
K-12 Special Education Educators responsible for reading instruction	4	1	2	1
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	4	4	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

Grades 4-12 Classroom Educators responsible for reading instruction	7	0	0	7
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	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Pipestone Area School District (2689-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$54,127.00

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.

Pipestone Area School District (2689-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$43,415.00

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

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

$43208

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

1.Professional development on using evidence-based literacy screening and progress monitoring tools

2.Purchasing highly aligned curriculum: Functional Phonics and Morphology