

Minnesota READ Act Literacy Plan for 2024-25

For

Nerstrand Charter School (4055-07)

Date Submitted to the State 05/22/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Nerstrand Charter School (4055-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Nerstrand Charter School (4055-07)'s literacy goal(s) for the 2024-25 school year:

More than 75 percent of Kindergarten students will be ready for first grade by reading at a Fountas & Pinnell level D. More than 80 percent of students in grade 1 & 2 will be reading at the proficient level as measured by the BAS. Grade 1 is a Level J; Grade 2 is a Level M. The school's proficiency rate is greater than 10 percentage points above the state average for grades 3 through 5. The overall percentage of students identified by FastBridge in the 'some risk' or 'high risk' categories in aReading will decrease by more than 10 percentage points between Fall to Spring. The overall percentage of students identified by FastBridge aReading as at the 'grade level benchmark' ("low risk" - "college pathway") will improve by more than 10 percentage points between Fall to Spring.

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

We used FASTbridge to screen students 3 times per year (fall, winter, spring). Based on those screeners, students who were not at benchmark were assigned an intervention. Teachers administered those interventions, as prescribed, weekly. Students were then progressed monitored every other week according to their intervention.

The following describes how Nerstrand Charter School (4055-07)'s current student performance differs from the literacy goal detailed in the READ Act:

The READ Act expects all students to be reading at grade level. Our data indicates we have some students not meeting this goal.

Nerstrand Charter School (4055-07)'s literacy goal(s) for the 2025-26 school year:

More than 75 percent of Kindergarten students will be ready for first grade by reading at a Fountas & Pinnell level D. More than 80 percent of students in grade 1 & 2 will be reading at the proficient level as measured by the BAS. Grade 1 is a Level J; Grade 2 is a Level M. The school's proficiency rate is greater than 10 percentage points above the state average for grades 3 through 5 on the MCAs. The overall percentage of students identified by FastBridge in the 'some risk' or 'high risk' categories in aReading will decrease by more than 10 percentage points between Fall to Spring. The overall percentage of students identified by FastBridge aReading as at the 'grade level benchmark' ("low risk" - "college pathway") will improve by more than 10 percentage points between Fall to Spring.

Nerstrand Charter School (4055-07)'s Local Literacy Plan is posted on the district website at:

<https://nerstrand.charter.k12.mn.us/annual-reports>

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 Nerstrand Charter School (4055-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	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 Nerstrand Charter School (4055-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	21	19	22	19	23	18
Grade 1	17	13	17	13	15	13
Grade 2	18	14	19	15	19	17
Grade 3	21	11	21	14	22	15

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 Nerstrand Charter School (4055-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Nerstrand Charter School (4055-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	2	CTSTR
Grade 1	3	CTSTR
Grade 2	3	CTSTR
Grade 3	2	CTSTR

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 Nerstrand Charter School (4055-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Nerstrand Charter School (4055-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

We will administer the FASTbridge assessment. This will be used in conjunction with MCA scores, as well as F&P scores.

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

The following table displays the number of students in Nerstrand Charter School (4055-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	0
5th	0	CTSTR	CTSTR	0
6th	0	CTSTR	CTSTR	0
7th	0	CTSTR	CTSTR	0
8th	0	CTSTR	CTSTR	0
9th	0	CTSTR	CTSTR	0
10th	0	CTSTR	CTSTR	0
11th	0	CTSTR	CTSTR	0
12th	0	CTSTR	CTSTR	0

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 Nerstrand Charter School (4055-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	No	
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

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

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

- Parent teacher conferences

Continuous Improvement for Parent Notification

Nerstrand Charter School (4055-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

We will create a formal letter to give to parents vs just an oral conversation that is had at conferences.

8. Data-Based Decision Making for Action

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

Nerstrand Charter School (4055-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

FASTbridge determines the intervention based on the assessment the students take. We use that and then progress monitor accordingly. Our data comes from the progress monitoring and screening 3 times per year. The processes for monitoring fidelity and differentiating Tier 1 instruction include:

The progress monitor is the same person. She is trained and does the same process with each child. Tier 1 instruction is meant to reach 85% of all students with excellent teaching practices - different modalities, choice, pre-teaching, strong background knowledge, etc.

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

We are all elementary. Tier 2 would be an intervention prescribed by FAST based on the test scores. The kids are in small groups, taught by the teacher and based on the frequency FAST determines. If over several months, multiple interventions, a child is not making progress and closing the gap, we consider testing for SPED (Tier 3). Very few students get to this point because if interventions are done with fidelity student do show progress.

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

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

Based on their IEP

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:

This is determined by FAST based on the data given how they test. Every child's varies.

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

If a child moves out of the red and into the green or blue, they exit their intervention. FAST will no longer say it is needed. If they are in SPED, they will need to no longer meet qualification.

Does Nerstrand Charter School (4055-07) use personal learning plans for literacy:

No

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

- No data entered

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

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Nerstrand Charter School (4055-07) 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 need to incorporate personal learning plans. We have everything set-up and the data to support the PLP, but we just need to write them down. We have the assessments, interventions and progress monitoring. Now, we need to add a form that specifies which kid gets what.

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.

Nerstrand Charter School (4055-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Nerstrand Charter School (4055-07) has participated in MDE MnMTSS professional learning:

No data entered

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

Nerstrand Charter School (4055-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

This is ever-changing. We need to look to add more family engagement to our practice. We are also adding a new reading curriculum next year, EL Open Up, so that will add new resources to our toolbox that we can use.

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 Nerstrand Charter School (4055-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Other	Foundational	105
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	15
	· Benchmark Literacy 2016	.	.
Grade 1	· Other	Foundational	60
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	15
	· Benchmark Literacy 2016	.	.
Grade 2	· Other	Foundational	105
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
	· Benchmark Literacy 2016	.	.
Grade 3	· Other	Foundational	105
	· Benchmark Literacy 2016	.	.
Grade 4	· Other	Foundational	90
	· Benchmark Literacy 2016	.	.
Grade 5	· Other	Foundational	90
	· Benchmark Literacy 2016	.	.

Continuous Improvement for Core Reading Instruction and Curricula

Nerstrand Charter School (4055-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We are purchasing EL Open Up for grades K-5 so we are aligned.

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 Nerstrand Charter School (4055-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	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	FASTBridge Interventions
Grade 5	FASTBridge Interventions	FASTBridge Interventions
Grade 6	NA	NA
Grade 7	NA	NA
Grade 8	NA	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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.

Nerstrand Charter School (4055-07) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 02/28/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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

This is not applicable at this time. All staff passed with the 80% proficiency. Should we hire a new teacher who needs training and they not pass at 80%, we would provide a mentor teacher who has passed the training and I would reach out to the Region for assistance.

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:

By using a curriculum that is vetted as meeting the Science of Reading requirements and teaching it accurately (UFLI for example), instruction should be explicit, systematic and evidence based. The check on that comes in observations from administration and in the data collected on students through FAST.

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:

Coaching occurs weekly to bi-monthly through informal observations by admin. It also happens at problem solving team meetings where data is discussed. Instruction is addressed then too.

The following changes in instructional practices have impacted students :

UFLI has made a huge difference. Students are better at spelling and have made gains in Words their Way.

They have also gained on their fluency as indicated on FAST. Their retention of rules and remembering when to apply those rules is noted in class while they write (transfer of skills) that was not as readily observed before.

Nerstrand Charter School (4055-07) has implemented the following professional development and support for teachers around culturally responsive practices:

We have had professional development training on culture and how it impacts the classroom and learning. As we adopt the new reading curriculum, this has been told to us that it will be included a big part of their

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curriculum. We look forward to that.

Nerstrand Charter School (4055-07) engaged with the Regional Literacy Network through the following:

- Other, explain: (Required)
- Other, explain: (Required)

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

We will be engaging in several hours of curriculum training for EL Open up starting this summer as we on-board the new series. This will no doubt lead to alignment of standards.

Continuous Improvement for Professional Development Plan

Nerstrand Charter School (4055-07) will make the following changes to the professional development plan for the 2025-26 school year:

We are adding a new reading series so our PD this year will focus on the adoption of that curriculum.

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	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
K-3 Classroom Educators	4	4	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	1	1	0	0
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	2	2	0	0
PreK through grade 5 Curriculum Directors	1	1	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	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Nerstrand Charter School (4055-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$9,807.53

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

\$4,466.12

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)

READ Act Literacy Aid

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

Nerstrand Charter School (4055-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$3,914.12

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

- Curriculum reviewed by MDE that was rated as highly aligned

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:

NA