# *READ Act Reporting 24/25*

### *Section 1: READ Act Goals*

### *1.1 District Literacy Goals from 24/25*
- Our mission is to ensure that all students are able to transition from learning to read (K-2) to reading to learn (3- 8). We support their growth into knowledgeable, skilled, and confident citizens capable of succeeding in their work, personal, family, and community lives into the 21st century. MSA's literacy goal is to continue to improve literacy instruction so that all students are reading proficiently at grade level and meeting or exceeding state standards as currently measured by the MCA-III. We believe proficiency includes the ability to read, understand, and enjoy grade-level text.

### *1.2    Describe what was implemented or changed to make progress toward the goals*
- The plan introduces (a) a schoolwide adoption of Savvas MyView Literacy (K-5) and Wit & Wisdom (6-8); (b) daily WIN time (30 min) for differentiated reading interventions using Lexia, IXL, and Moby Max; and (c) a three-times-per-year DIBELS screening schedule to guide tier placement and progress monitoring.

### *1.3    Describe how current student performance differs from the literacy goal in the READ Act*
- Kindergarten: 39 % at or above DIBELS benchmark (goal ≥ 60 %)
- 1st Grade: 66 % at benchmark (goal ≥ 85 %)
- 2nd Grade: 57 % at benchmark (goal ≥ 75 %)
- 3rd Grade: 23 % at benchmark (goal ≥ 70 %)

### *1.4 State the district or charter school's literacy goals for 2025-2026*
- Kindergarten: Increase to 60 % at or above DIBELS benchmark
- 1st Grade: Increase to 80 % at or above benchmark
- 2nd Grade: Increase to 75 % at or above benchmark
- 3rd Grade: Increase to 60 % at or above benchmark
- Overall K–3: Reach at least 67 % combined proficiency by Spring 2026

### *District Literacy Lead*
- Amy Kinney

### *1.5    Submit the URL for the location of the Local Literacy*
*https://midwaystar.org/wp-content/uploads/2024/06/Midway-Star-Local-Literacy-Plan-5.31.24.pdf*

### *1.6    Plan Section 2: Screening Tools K-3*

### *2.1    Identify which MDE approved screener is being utilized for each grade K-3*
- mCLASS with DIBELS 8th Edition (K-3)

**2.2  Identify what criteria was used to determine benchmark for screener data, for each grade level.**
- Midway Star uses the 40th percentile cut-point in DIBELS 8 national norms to define Benchmark/Tier 1 ("Low Risk").
- The 21st–40th percentile band constitutes Tier 2 ("Some Risk").
- The ≤ 20th percentile band is Tier 3 ("High Risk" / Intensive).

**2.3 Identify any additional screeners used in grades K-3.**
- DIBELS 8 measures oral language, phonological awareness, phonics, word-reading fluency, oral-reading fluency, vocabulary, and comprehension.

**2.4 Districts will be asked if they plan to change K-3 screening tools**
- No, we do not have any plans to change.

**2.5   If selection is yes, which tool will be used in the 2025-2026 school year. Options include:**
- N/A

**2.6   If yes describe any other changes to screening tools for criteria in grades K-3 that will be implemented**
- N/A

**Section 3: Screening Tools 4-12**

**3.1 Do you serve students in 4-12?**
- Yes

**3.2   If selection is yes, how many tools were used in the district to screen for characteristics of dyslexia in students in grades 4-12 who are not at reading level in the 2024-2025 school year?**
- 0

**3.3 Name of the screening tool**
- N/A

**3.4 Vendor for screening tool**
- N/A

**3.5 Criteria used to identify students with dyslexia**
- N/A

**3.6   Grade levels in which the screening tool was utilized in the 2025-25 school year**
- K-3

**3.7   Please describe how the district or charter school will determine which students in grade 4-6 are not at grade reading level**
- Midway Star uses NWEA MAP Growth Reading percentiles and Lexia placement reports. Students scoring at or below the 40th percentile on MAP, or flagged as "Below Benchmark" in Lexia, are identified as "not at grade level" and placed in Tier 2 or Tier 3 WIN-block interventions.

**3.8   Please describe the plan for both the frequency and timing of administration of Capti for students in grades 4-12 who are not at**

*grade level*

●

## *Section 4: Parent Notification and Involvement*

### *4.1  Are parents or guardians notified when children are identified as not reading at grade level?*
- Yes

### *4.2 Identify all grade levels in which students are notified*
- K-3

### *4.3 For grades in 4.2, what is the frequency of parent notification:*
- 2 (Fall and Spring)

### *4.4 If other is chosen, please explain further.*
- ●

### *4.5  What methods are used to notify parents or guardians when children are identified as not reading at or above grade level? Check all that apply.*

**Written Notification**: Parents/caregivers are informed in writing if their child requires Tier 3 intervention. These notifications are sent in the fall and spring and include:

- Description of the intervention, expected duration, and progress monitoring methods.
- Summary of specific services provided.
- Reason for the student's identification for intervention.
- Strategies parents can use to support their child.

**Parent/Teacher Conferences**: Quarterly meetings focus on literacy development, academic goals, and intervention strategies. Parents are informed about supplemental instruction if their child is reading below grade level and given guidance on supporting reading at home (e.g., encouraging 20 minutes of reading per day).

**Progress Updates**: Parents are kept informed through:

- Report cards, progress notes, and conferences.
- Annual IEP meetings for students in special education.
- Teacher outreach when students do not meet grade-level reading standards.

**Parent Meetings & Classes**:

- **General Parent Meetings (2-3 times/year)**: Topics tailored based on parent and teacher input to address student and caregiver needs.
- **Curriculum Night (Fall)**: Explanation of literacy programs and reading support strategies.
- **Winter & Spring Meetings**: Focus on various student and parental needs.
- **Quarterly Parent Classes**: Education on student learning, home support, JMC navigation, and academic progress tracking.
- **Parent Resource Booth (Annual Carnival)**: Additional support for parents seeking guidance on helping their child.

- **Online Resources**: MSA website provides community resources and additional information.

### 4.6 What is included in the parent notification?
- Description of the intervention, expected duration, and progress monitoring methods.
- Summary of specific services provided.
- Reason for the student's identification for intervention.
- Strategies parents can use to support their child

### 4.7 How are families or the community engaged around literacy?
- **General Parent Meetings (2-3 times/year)**: Topics tailored based on parent and teacher input to address student and caregiver needs.
- **Curriculum Night (Fall)**: Explanation of literacy programs and reading support strategies.
- **Winter & Spring Meetings**: Focus on various student and parental needs.
- **Quarterly Parent Classes**: Education on student learning, home support, JMC navigation, and academic progress tracking.
- **Parent Resource Booth (Annual Carnival)**: Additional support for parents seeking guidance on helping their child.
- **Online Resources**: MSA website provides community resources and additional information.

### 4.8 Districts will be asked if they plan to make changes to parent notification in the 2025-26 school year.
- 

### 4.9 If the selection is yes, describe the changes to parent notification and involvement that will be implemented in the 2025-26 school year.

### Section 5: Data-Based Decision Making for Action

**5.1  Describe the process and the data used to assure that evidence-based instruction and intervention is matched to a students' needs.**

- MSA incorporates WIN time daily for 30 minutes to help meet the diverse needs of all our students. WIN time is a learner-centered approach where students benefit from differentiated instruction. This may include reteaching, remediation, or extension of activities for literacy. During this time, classroom teachers meet with small groups, using data from the DIBELS screener and NWEA to target instruction. Areas of focus will include foundational and comprehension skills which are determined based on the needs of the students. Listed below are the resources and materials MSA uses to guide our interventions.

**5.2  Describe the process for monitoring fidelity and differentiating Tier 1 instruction.**

- School-Wide Professional Development Workshops In addition to OL&LA training, teachers participate in ongoing professional development workshops throughout the year that focus on areas of need. In August teachers will receive training from Savvas that is focused on foundational and comprehension skills related to the Science of Reading. Professional Learning Communities (PLC) PLCs are collaborative groups of teachers who come together for the purpose of increasing student achievement. The focus of these groups is to increase student performance through analysis of student work, common assessments, and teachers' instructional practices. PLCs meet weekly. During these weekly PLC meetings, teachers look at grade level and classroom assessment data to identify specific standards and objectives where students are struggling and excelling. This information is then used to develop strategies for improving student learning.

- Academic Dean The Academic Dean meets monthly with each teacher to review data collected from Lexia, IXL, and curricula assessments. Together, we analyze the data to determine the students not mastering skills and standards and which standards they are struggling with. We then work together to design intervention strategies and lessons to address the needs of each student. We also review the curriculum's Scope and Sequence to see if teachers are on track with the pacing guide and we provide support for them if they are falling behind. A Savvas consultant is also available to meet with teachers on an as-needed basis.

- Online Workshops Self-paced online workshops are available for teachers. Based on needs identified through teacher evaluations and walkthroughs, the administration team chooses 3-5 workshops for staff to attend. Any teacher may request to participate in additional online training. If approved, the school will purchase the online training program for them. Additionally, the school shares pre-recorded

webinars of various topics that teachers can view if they are seeking more professional development.

- EL Teacher Support The EL teacher rotates through each grade level PLC to offer guidance and strategies for supporting EL students in the classroom.
- Implementation of Structured Literacy, Data Collected, and How it Will Be Used to Assure Continuous Improvement Training: implementation of a new curriculum based on the science of reading, training/fidelity of implementing curriculum, regular review of data, observations, and feedback from teachers, evaluation of the program to look for strengths and areas for improvement. Plans to address areas needing improvement.

### 5.3    Provide the criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.

Elementary:
- Students identified as needing tier 2 support will work in small groups with the classroom teacher. Using individualized plans, created through NWEA and MobyMax, students will work at their academic levels, receiving support and instruction in their identified areas of need. Students will be progress monitored on a weekly basis by the teacher and make adjustments to the student's program as needed. In addition, the teacher will meet with students in small groups or one on one to reteach skills students are not mastering. Lexia is also used to monitor the reading growth of students at the tier 2 level. Teachers keep track of student reading levels and note the skill a student may be struggling with. Using Lexia, the student is assigned lessons focused on the identified skill. Once a month, teachers meet in teams to review and analyze the data, track student progress, identify any gaps, and design interventions to meet the needs of students.
- For students whose screening assessment results suggest working well below grade or elevated risk level for difficulty developing grade-level literacy skills, additional diagnostic tests will be administered. This additional data point will help place the student at the appropriate tier and help identify the specific learning gaps a student may have in literacy development. The additional assessments may include: ● NWEA ● Lexia Students identified as needing tier 3 support will receive the following interventions: ● Using data from NWEA, individualized plans will be created for each student that is focused on areas of need. ● Students will meet in small groups (3-5 students) with an interventionist teacher on an ongoing basis for 20-25 minutes a day, 4 days per week. ● The number of minutes each student receives for interventions may differ depending on his/her individualized plan. ● Interventionists will monitor student progress daily and make adjustments to the student's instruction based on formative assessments. Using summative assessments,

interventionists will assess students every 6 weeks to monitor growth. Adjustments to the student's plan will be made based on the data collected.

Secondary(6-12):

- Students identified as needing tier 2 support will work in small groups with the classroom teacher. Using individualized plans, created through NWEA and MobyMax, students will work at their academic levels, receiving support and instruction in their identified areas of need. Students will be progress monitored on a weekly basis by the teacher and make adjustments to the student's program as needed. In addition, the teacher will meet with students in small groups or one on one to reteach skills students are not mastering. Lexia is also used to monitor the reading growth of students at the tier 2 level. Teachers keep track of student reading levels and note the skill a student may be struggling with. Using Lexia, the student is assigned lessons focused on the identified skill. Once a month, teachers meet in teams to review and analyze the data, track student progress, identify any gaps, and design interventions to meet the needs of students.
- For students whose screening assessment results suggest working well below grade or elevated risk level for difficulty developing grade-level literacy skills, additional diagnostic tests will be administered. This additional data point will help place the student at the appropriate tier and help identify the specific learning gaps a student may have in literacy development. The additional assessments may include: ● NWEA ● Lexia Students identified as needing tier 3 support will receive the following interventions: ● Using data from NWEA, individualized plans will be created for each student that is focused on areas of need. ● Students will meet in small groups (3-5 students) with an interventionist teacher on an ongoing basis for 20-25 minutes a day, 4 days per week. ● The number of minutes each student receives for interventions may differ depending on his/her individualized plan. ● Interventionists will monitor student progress daily and make adjustments to the student's instruction based on formative assessments. Using summative assessments, interventionists will assess students every 6 weeks to monitor growth. Adjustments to the student's plan will be made based on the data collected.

### 5.4 and 5.5 How often is progress monitoring data collected for students in Tier 2, and how often is progress monitoring data collected for students in Tier 3?

**Tier 2 Interventions**:

- **Weekly**: Teachers monitor student progress and adjust instruction as needed.
- **Monthly**: Teachers meet in teams to review and analyze student data, track progress, identify gaps, and design interventions.

**Tier 3 Interventions**:

- **Daily**: Interventionists monitor student progress and adjust instruction based on formative assessments.
- **Every 6 weeks**: Summative assessments are conducted to evaluate student growth and determine necessary adjustments to individualized plans.

*5.6  Provide the K-12 progress monitoring protocol that has been established to determine any necessary intensifications and modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction.*

- Running Records
- Savvas: My view
- Lexia
- IXL
- NWEA

**5.7    Provide the criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure to specify any difference in processes at the elementary and secondary school levels.**

- NWEA data in the winter and spring is viewed again. Students that have shown improvement and working at/or above 40 % are given a second screener, Lexia. If the data from Lexia confirms that the student is no longer reading 2-grade levels below, then that student is moved from tier 3 to tier 2. A student that is consistently performing at or above grade level on accountability and progress monitoring assessments will be exited from interventions.

**5.8    Does the district or charter school use personal learning plans for literacy?**
- Midway Star Academy does not issue formal personal learning plans for all Tier 2 or Tier 3 students. Instead, each student's needs are documented via an individualized intervention tracking form maintained by interventionists; this form includes target skill, session frequency/duration, and progress benchmarks.

**5.9    If the selection is yes, for which students is the district or charter school utilizing a personal learning plan for literacy?**
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**5.10   If the selection is yes, briefly describe what components are included in the personal learning plans.**
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**5.11   Districts will be asked if they plan to make changes to the data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-26 school year.**
- Yes

**5.12   If the selection is yes, describe changes to the data-based decision making for action that will be implemented in the 2025-26 school year.**

- Increase Diagnostic Depth in Early Grades (K–3): Add CAPTI screener for any K–3 student whose DIBELS composite falls below the 30th percentile to identify specific phonics or phonological deficits earlier.
- Triannual Data Talks: Move from monthly PLC data reviews to triannual "Data Days," where cross-department teams (ELA, Special Education, EL support) collaborate to identify patterns of need across classrooms.
- Formalize Exit Checkpoints: Implement a structured "Exit Interview" protocol every six weeks, involving parent/guardian input, teacher observations, and interventionist data to confirm Tier 2→Tier 1 or Tier 3→Tier 2 transitions.
- Pilot Personal Learning Plans (PLPs): For any student entering Tier 3, MSA will launch a concise PLP template that includes baseline data, target goals, intervention details, progress-monitoring timelines, at-home literacy strategies, and a family–teacher communication log. Interventionists will develop the PLP

in collaboration with the classroom teacher and guardian within two weeks of Tier 3 entry.

*Section 6: MTSS*

### *6.1 Is the district implementing a MTSS support framework?*

- Yes. Midway Star Academy (MSA) actively implements a Multi-Tiered System of Supports (MTSS) framework to address academic, social, emotional, and behavioral needs of all students. Within this framework, MSA uses data-driven decision making at each tier, leveraging universal screening, progress monitoring, and tiered interventions that align to evidence-based practices

### *6.2 If the selection is yes, is the district or charter using the MnMTSS framework?*

- MTSS structure is intentionally designed in alignment with Minnesota's MnMTSS guidance. Specifically, the four core components—Infrastructure to Support Implementation, Team Process, Assessment Cycle, and Multi-Tiered Instruction & Prevention—mirror MnMTSS recommended practices

### *6.3 If the selection is yes, has the district participated in the MDE MnMTSS professional learning?*

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### *6.4 Districts will be asked if they plan to make changes to MTSS in the 2025/26 school year*

- No

**6.5    If the selection is yes, describe the changes to MTSS that will be implemented in the 2025-26 school year.**

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**Section 7: Core Curricular Resources Grades K-5**

**7.1    Districts will first be asked if they serve students in any grades between K and 5.**

- Yes

**7.2    If the selection is yes, please indicate which K-5 grades the districts or charter serves.**

- K-5

**7.3    If Kindergarten is selected, how many core curricula are implemented in Kindergarten?**

- 1 (myView Literacy® K-5, Savvas Learning Company LLC)

**7.4    If grade 1 is selected, how many core curricula are implemented in 1st grade?**

- 1 (myView Literacy® K-5, Savvas Learning Company LLC)

**7.5    If grade 2 is selected, how many core curricula are implemented in 2nd grade?**

- 1 (myView Literacy® K-5, Savvas Learning Company LLC)

**7.6    If grade 3 is selected, how many core curricula are implemented in 3rd grade?**

- 1 (myView Literacy® K-5, Savvas Learning Company LLC)

**7.7    If grade 4 is selected, how many core curricula are implemented in 4th grade?**

- 1 (myView Literacy® K-5, Savvas Learning Company LLC)

**7.8    If grade 5 is selected, how many core curricula are implemented in 5th grade?**

- 1 (myView Literacy® K-5, Savvas Learning Company LLC)

*7.9    For each core curricula indicated above districts need to provide the name*

- myView Literacy® K-5, Savvas Learning Company LLC)

*7.10    Districts will be asked if they plan to make changes to the core curricula resources in grades K-5 in the 2025-26 school year.*

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*7.10 If the selection is yes, describe the changes to core curricular resources in grades K-5 that will be implemented in the 2025-26 school year.*

*Section 8: Reading Interventions Grades K-12*

*8.1 Reading Interventions*

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|
| K | <ul><li>Small-group reteach during the daily 30-min WIN block, led by the classroom teacher.</li><li>Individualised plans built from NWEA + Moby Max data.</li><li>Weekly progress monitoring; skill-focused lessons assigned in Lexia.</li></ul> | <ul><li>Diagnostic follow-up with NWEA & Lexia.</li><li>3-5-student groups with an interventionist 20-25 min/day, 4 days/wk.</li><li>Daily formative checks; six-week summative review to adjust the plan.</li></ul> |

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|

| 1 | <ul><li>Small-group reteach during the daily 30-min WIN block, led by the classroom teacher.</li><li>Individualised plans built from NWEA + Moby Max data.</li><li>Weekly progress monitoring; skill-focused lessons assigned in Lexia.</li></ul> | <ul><li>Diagnostic follow-up with NWEA & Lexia.</li><li>3-5-student groups with an interventionist 20-25 min/day, 4 days/wk.</li><li>Daily formative checks; six-week summative review to adjust the plan.</li></ul> |
| --- | --- | --- |

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
| --- | --- | --- |
| **2** | <ul><li>Small-group reteach during the daily 30-min WIN block, led by the classroom teacher.</li><li>Individualised plans built from NWEA + Moby Max data.</li><li>Weekly progress monitoring; skill-focused lessons assigned in Lexia.</li></ul> | <ul><li>Diagnostic follow-up with NWEA & Lexia.</li><li>3-5-student groups with an interventionist 20-25 min/day, 4 days/wk.</li><li>Daily formative checks; six-week summative review to adjust the plan.</li></ul> |

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|
| 3 | <ul><li>Small-group reteach during the daily 30-min WIN block, led by the classroom teacher.</li><li>Individualised plans built from NWEA + Moby Max data.</li><li>Weekly progress monitoring; skill-focused lessons assigned in Lexia.</li></ul> | <ul><li>Diagnostic follow-up with NWEA & Lexia.</li><li>3-5-student groups with an interventionist 20-25 min/day, 4 days/wk.</li><li>Daily formative checks; six-week summative review to adjust the plan.</li></ul> |

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|
| 4 | <ul><li>WIN small-group instruction using Savvas MyView resources and Lexia targets</li><li>individualised by NWEA data</li><li>Weekly progress monitoring</li></ul> | <ul><li>Interventionist groups (3-5 students) 20-25 min/day, 4 days/wk</li><li>plan built from NWEA + Lexia diagnostics</li><li>six-week growth checks</li></ul> |

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|
| 5 | <ul><li>WIN small-group instruction using Savvas MyView resources and Lexia targets</li><li>individualised by NWEA data</li><li>Weekly progress monitoring</li></ul> | <ul><li>Interventionist groups (3-5 students) 20-25 min/day, 4 days/wk</li><li>plan built from NWEA + Lexia diagnostics</li><li>six-week growth checks</li></ul> |

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|
| 6 | <ul><li>WIN block (30 min) for targeted comprehension & vocabulary support using Wit & Wisdom texts plus Lexia modules</li><li>Weekly progress monitoring</li></ul> | <ul><li>Interventionist groups 20-25 min/day, 4 days/wk</li><li>diagnosis via NWEA & Lexia</li><li>six-week growth checks</li></ul> |

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|
| 7 | • WIN block (30 min) for targeted comprehension & vocabulary support using Wit & Wisdom texts plus Lexia modules<br>• Weekly progress monitoring | • Interventionist groups 20-25 min/day, 4 days/wk<br>• diagnosis via NWEA & Lexia<br>• six-week growth checks |

| Grade | Tier 2 Reading Interventions | Tier 3 Reading Interventions |
|---|---|---|
| 8 | • WIN block (30 min) for targeted comprehension & vocabulary support using Wit & Wisdom texts plus Lexia modules<br>• Weekly progress monitoring | • Interventionist groups 20-25 min/day, 4 days/wk<br>• diagnosis via NWEA & Lexia<br>• six-week growth checks |

**8.2     Districts will be asked if they plan to make changes to the reading interventions in grades K-12 in the 2025-26 school year.**
   ● No

**8.3     If the selection is year, describe the changes to reading interventions in grades K-12 that will be implemented in the 2025-26 school year.**

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*Section 9: Professional Development Plan*

*9.1    Name of the approved professional development program selected for Phase 1 educators.*
  - OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)

*9.2 Date of completion for Phase 1 PD*
  - 2/7/25

*9.3 How were your synchronous sessions facilitated?*
  - Three live virtual sessions (Zoom) led by a CORE instructor at 12:30 p.m. on 10 / 11 / 24, 11 / 22 / 24, and 2 / 7 / 25, combined with self-paced OL&LA modules.

*9.4    If the selection is a local certified facilitator, did the LCF participate in the Community of Practice for Local Certified Facilitators?*
  - training is provided directly by CORE

**9.5    Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor recommended 80% proficiency level.**

- All K–8 teachers are enrolled in the OL&LA structured-literacy course. Any teacher scoring below 80 % on a module is scheduled for a 30-minute coaching conference with the Academic Dean within one week. Follow-up classroom observations are conducted five times per semester to monitor implementation and give feedback, and the teacher is paired with a mentor for peer support in PLCs.

**9.6    Describe the fidelity data that is being 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.**

- DIBELS 8 composite scores are collected Fall, Winter, and Spring to check the impact of Tier 1 instruction on K–3 students.
- Weekly Savvas MyView unit assessments (phonics, vocabulary, comprehension) and Running Records provide ongoing evidence of phonics and fluency instruction.
- Lexia and IXL dashboards are reviewed monthly to verify that phonics and vocabulary activities match skill deficits.
- Each Monday PLC meets to analyse these data; minutes and student-work artifacts are archived as fidelity evidence.

**9.7    Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data 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, comprehension.**

- The Academic Dean conducts monthly formal observations (plus informal walk-throughs) using a checklist that looks for the five evidence-based components—phonemic awareness, phonics, fluency, vocabulary, comprehension.
- Weekly lesson-plan reviews ensure Savvas/Wit & Wisdom resources are used as intended and that Lexia/IXL skills align with current gaps.
- Vertical and grade-level PLCs (Mondays for grade teams, Wednesdays for vertical teams) use DIBELS, Lexia, and Savvas data to adjust grouping and reteaching.

**9.8**    *Describe how the changes in instructional practices have impacted students and provide evidence of this impact.*

### 9.9 How has the district implemented professional development around culturally responsive practices?

- EL-Focused Sessions: Beginning in the fall, MSA held a district-wide PD session on "Supporting Multilingual Learners" that provided teachers with strategies for vocabulary acquisition and scaffolding academic language across content areas. During this session, teachers learned to use visuals, sentence frames, and translation supports during core ELA instruction
- Bi-Weekly PLC Integration: EL teachers co-facilitate bi-weekly PLC meetings (Mondays for grade-level PLCs, Wednesdays for vertical teams) to model culturally responsive lesson adaptations—such as pre-teaching key vocabulary in students' home languages and incorporating heritage texts into the literacy block

### 9.10 How did the district engage with the Regional Literacy Network?

- Beginning in September, the Literacy Lead attended monthly virtual Network meetings sponsored by MDE, collaborating with peer districts on READ Act implementation challenges and sharing progress-monitoring protocols.
- In October and March, the district invited the Network coach on-site to conduct walkthroughs focused on Win Time fidelity. Following each visit, MSA updated its Tier 2/3 checklists to reflect feedback on small-group setups and data documentation, ensuring alignment with MnMTSS expectations

### 9.11 Describe any additional literacy focused professional development opportunities the district or charter will be providing.

- WIDA ELD Series (6 Dates): EL instructors and classroom teachers participated in the WIDA ELD series (July–October), covering sheltered instruction techniques, the WIDA ELD Standards Framework, and formative assessment for ELs
- Lexia/IXL Alignment Training (November): Interventionists and grade-level coaches attended a half-day session on mapping Lexia skills and IXL activities directly to the Savvas and Wit & Wisdom scope and sequence, ensuring that interventions reinforced core content rather than operating in isolation

### 9.12 Districts will be asked if they plan to make changes to PD plan in 2025-26.

- No

### 9.13 Describe the changes to the PD plan that will be implemented in the 2025-26 school year.

- N/A

### Section 10: PD Educator Count

### 10.1 Educator Counts for Phase 1 Table:

- *previous training, those who are currently in training, and those who still need training.*

| 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 |
| --- | --- | --- | --- | --- |

| | | | | |
|---|---|---|---|---|
| Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction | NA | NA | NA | NA |
| K-3 Classroom Educators (including ESL instructors responsible for reading instruction) | 9 | 0 | 0 | 0 |
| Grades 4-5 (or 6) Classroom Educators (if applicable) | 6 | 0 | 0 | 6 |
| K-12 Reading Interventionists | 2 | 0 | 0 | 2 |
| K-12 Special Education Educators responsible for reading instruction | 4 | 0 | 0 | 4 |
| Pre-K through grade 5 Curriculum Directors | 1 | 0 | 0 | 1 |
| Pre-K through grade 5 Instructional Support Staff who provide reading support | 10 | 0 | 0 | 10 |

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### 10.2 Educator Counts for Phase 2 Table:

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| 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 | 8 | 0 | 0 | 8 |
| Pre-K through 12 Educators who work with English learners (Licensed ELL teachers) | 2 | 0 | 0 | 2 |
| Grades K-Age 21 Educators who work with students who qualify | NA | NA | NA | NA |

| | | | | |
|---|---|---|---|---|
| for the graduation incentives program under section 124D.68 | | | | |
| Grades 6-12 Instructional support staff who provide reading support | 5 | 0 | 0 | 5 |
| Grades 6-12 Curriculum Directors | 1 | 0 | 0 | 1 |
| Employees who select literacy instructional materials for Grades 6-12 | 1 | 0 | 0 | 1 |

- 

## Section 11: Literacy Aid Funds

### 11.1 What amount of literacy incentive aid was received in the 2024-25 school year?

- $21,246.45

**11.2    What amount of literacy incentive aid was spent in the 2024-25 school year?**

- 21,246.45

**11.3    Check all eligible uses of literacy incentive aid for which funding was applied in the 2024-25 school year.**

- ELL Services

**11.4    What amount of READ Act Literacy Aid was received in the 2025 fiscal year?**

- $16,814.74

**11.5    Check all eligible uses of READ Act Literacy Aid for which funding was applied in the 2024-25 school year?**

- 

**11.7 As of the completion of this Local Literacy Plan, how much READ Act Literacy Aid remains in the required reserve account.**

- $0

**11.8 If funds remain, describe the plan for spending remaining funds.**

- N/A

**Section 12: Screening Summary Student Counts Grades K-3**

**12.1    : In this section districts will provide the following summary data for students in grades K through 3.**

| Grade | Universally Screened in Fall | At or Above Benchmark | Universally Screened Winter | At or Above Benchmark | Universally Screened Spring | At or Above Benchmark |
|---|---|---|---|---|---|---|
| K | 25 | 10 | 33 | 21 | 38 | 15 |

| Grade | Universally Screened in Fall | At or Above Benchmark | Universally Screened Winter | At or Above Benchmark | Universally Screened Spring | At or Above Benchmark |
|---|---|---|---|---|---|---|
| 1 | 39 | 27 | 40 | 27 | 38 | 25 |

| Grade | Universally Screened in Fall | At or Above Benchmark | Universally Screened Winter | At or Above Benchmark | Universally Screened Spring | At or Above Benchmark |
|---|---|---|---|---|---|---|
| 2 | 41 | 18 | 48 | 23 | 46 | 26 |

| Grade | Universally Screened in Fall | At or Above Benchmark | Universally Screened Winter | At or Above Benchmark | Universally Screened Spring | At or Above Benchmark |
|---|---|---|---|---|---|---|
| 3 | 39 | 9 | 43 | 8 | 39 | 9 |

**Section 13: Dyslexia Screening Summary Students Counts Grades K-3**

**13.1    What process was used to administer the Nonsense Words Subtest in Grades 2 and 3?**

- Students in grades kindergarten through eighth grade are assessed three times per year using the universal screener, DIBELS.

### 13.2 What criteria was used to identify students demonstrating characteristics of dyslexia?

- The screener assesses students in letter names, phoneme segmentation, nonsense word fluency, and oral reading fluency.

### 13.3 Provide dyslexia screening summary

| Grade | Screened for Dyslexia | Demonstrating Characteristics of Dyslexia |
|---|---|---|
| K | 38 | 26 |

| Grade | Screened for Dyslexia | Demonstrating Characteristics of Dyslexia |
|---|---|---|
| 1 | 40 | 22 |

| Grade | Screened for Dyslexia | Demonstrating Characteristics of Dyslexia |
|---|---|---|
| 2 | 46 | 26 |

| Grade | Screened for Dyslexia | Demonstrating Characteristics of Dyslexia |
|---|---|---|
| 3 | 39 | 31 |

### 13.4 Districts will be asked if they plan to make changes to dyslexia screening in grades K-3

- No

### 13.5 If the selection is yes, describe changes to dyslexia screening in grades K-3.

- N/A

### Section 14: Dyslexia Screening Summary Students Counts Grades 4-12

### 14.1 Identification of characteristics of dyslexia student count will be entered into a table