

Minnesota READ Act Literacy Plan

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

For

Midway Star Academy (4153-07)

Date Submitted to the State 06/06/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Midway Star Academy (4153-07). 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 \(2024\)](#).

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

Midway Star Academy (4153-07)'s literacy goal(s) for the 2024-25 school year:

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.

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

We are continuing toward literary success for our students. We hired an instructional coach whom has been very helpful. We are emphasizing the importance of small-group learning in reading instruction. 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.

The following describes how Midway Star Academy (4153-07)'s current student performance differs from the literacy goal detailed in the READ Act:

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 who receive special education services to achieve their individualized reading goals. Our student performance is not there yet. Our students' performances are lower than grade-level proficiency. • 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 %)

Midway Star Academy (4153-07)'s literacy goal(s) for the 2025-26 school year:

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 are meeting or are exceeding the state standards as currently measured by the MCA-III. We believe proficiency includes the ability to read, to understand, and to enjoy grade-level text. • 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

Local Literacy Plan for Midway Star Academy (4153-07)

67 % combined proficiency by Spring 2026

Midway Star Academy (4153-07)'s Local Literacy Plan is posted on the district website at:

<https://docs.google.com/document/d/1HRWDMd7zjpOkze8AhrOI3QwNF2tr9fSn/edit>

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 Midway Star Academy (4153-07) 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	mClass with DIBELS 8th Edition	MDE composites	DIBELS 8 measures oral language, phonological awareness, phonics, word-reading fluency, oral-reading
Grade 1	mClass with DIBELS 8th Edition	MDE composites	DIBELS 8 measures oral language, phonological awareness, phonics, word-reading fluency, oral-reading
Grade 2	mClass with DIBELS 8th Edition	MDE composites	DIBELS 8 measures oral language, phonological awareness, phonics, word-reading fluency, oral-reading
Grade 3	mClass with DIBELS 8th Edition	MDE composites	DIB

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Midway Star Academy (4153-07) 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	25	10	33	21	38	15
Grade 1	39	27	40	27	38	25
Grade 2	41	18	48	23	46	26
Grade 3	39	9	43	8	39	9

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 Midway Star Academy (4153-07) 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.

Midway Star Academy (4153-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	38	26
Grade 1	40	22
Grade 2	46	26
Grade 3	39	31

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 Midway Star Academy (4153-07) 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 (Reporting Data is Optional for 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 Midway Star Academy (4153-07) to determine which students in grades 4-12 are not reading at grade 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.

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:

Fall, winter, spring. 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.

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

The following table displays the number of students in Midway Star Academy (4153-07) 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				
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 Midway Star Academy (4153-07) 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	No	
Grade 5	No	
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:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Letter sent home with student
- Other - describe (Required)
 - Written Notification: Parents/caregivers are informed in writing if their child requires Tier 3 intervention. These

Local Literacy Plan for Midway Star Academy (4153-07)

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
- Other - describe (Required)

- Written Notification: Parents/caregivers are informed in writing if their child requires Tier 3 intervention. These

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

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)

- Written Notification: Parents/caregivers are informed in writing if their child requires Tier 3 intervention. These

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.

Midway Star Academy (4153-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

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). 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.

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

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.

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

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.

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 every two weeks

Local Literacy Plan for Midway Star Academy (4153-07)

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:

Running Records • Savvas: My view • Lexia • IXL • NWEA 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.

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

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. 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.

Does Midway Star Academy (4153-07) 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

Midway Star Academy (4153-07) 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:

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. 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 to Tier 1 or Tier 3 to 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.

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.

Midway Star Academy (4153-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Midway Star Academy (4153-07) has participated in MDE MnMTSS professional learning:

Yes

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

Midway Star Academy (4153-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

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. 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.

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 Midway Star Academy (4153-07), 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	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	90
Grade 1	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	90
Grade 2	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	90
Grade 3	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	90
Grade 4	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	90
Grade 5	· myView Literacy, K-5, in press (Minimally Aligned)	Comprehensive	90

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 Midway Star Academy (4153-07) 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	<ul style="list-style-type: none"> • Small-group reteach during daily 30-min WIN block, led by the classroom teacher. • Individualised plans built from NWEA + Moby Max data. • Weekly progress monitoring; skill-focused lessons assigned in Lexia. 	<ul style="list-style-type: none"> • Diagnostic follow-up with NWEA & Lexia. • 3-5-student groups with an interventionist 20- 25 min/day, 4 days/wk. • Daily formative checks; six-week summative review to adjust the plan.
Grade 1	<ul style="list-style-type: none"> • Small-group reteach during daily 30-min WIN block, led by the classroom teacher. • Individualised plans built from NWEA + Moby Max data. • Weekly progress monitoring; skill-focused lessons assigned in Lexia. 	<ul style="list-style-type: none"> • Diagnostic follow-up with NWEA & Lexia. • 3-5-student groups with an interventionist 20-25 min/day, 4 days/wk. • Daily formative checks; six-week summative review to adjust the plan.
Grade 2	<ul style="list-style-type: none"> • Small-group reteach during daily 30-min WIN block, led by the classroom teacher. • Individualised plans built from NWEA + Moby Max data. • Weekly progress monitoring; skill-focused lessons assigned in Lexia. 	<ul style="list-style-type: none"> • Diagnostic follow-up with NWEA & Lexia. • 3-5-student groups with an interventionist 20-25 min/day, 4 days/wk. • Daily formative checks; six-week summative review to adjust the plan.
Grade 3	<ul style="list-style-type: none"> • Small-group reteach during daily 30-min WIN block, led by the classroom teacher. • Individualised plans built from NWEA + Moby Max data. • Weekly progress monitoring; skill-focused lessons assigned in Lexia. 	<ul style="list-style-type: none"> • Diagnostic follow-up with NWEA & Lexia. • 3-5-student groups with an interventionist 20-25 min/day, 4 days/wk. • Daily formative checks; six-week summative review to adjust the plan.

Local Literacy Plan for Midway Star Academy (4153-07)

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 4	<ul style="list-style-type: none"> • WIN small-group instruction using Savvas MyView resources and Lexia targets • individualised by NWEA data • Weekly progress monitoring 	Interventionist groups (3-5 students) 20-25 min/day, 4 days/wk <ul style="list-style-type: none"> • plan built from NWEA + Lexia diagnostics • six-week growth checks
Grade 5	WIN small-group instruction using Savvas MyView resources and Lexia targets. <ul style="list-style-type: none"> • individualised by NWEA data • Weekly progress monitoring 	<ul style="list-style-type: none"> • Interventionist groups (3-5 students) 20-25 min/day, 4 days/wk • plan built from NWEA + Lexia diagnostics • six-week growth checks
Grade 6	<ul style="list-style-type: none"> • WIN block (30 min) for targeted comprehension & vocabulary support using Wit & Wisdom texts plus Lexia modules • Weekly progress monitoring 	<ul style="list-style-type: none"> • Interventionist groups 20-25 min/day, 4 days/wk • diagnosis via NWEA & Lexia • six-week growth checks
Grade 7	<ul style="list-style-type: none"> • WIN block (30 min) for targeted comprehension & vocabulary support using Wit & Wisdom texts plus Lexia modules • Weekly progress monitoring 	<ul style="list-style-type: none"> • Interventionist groups 20-25 min/day, 4 days/wk • diagnosis via NWEA & Lexia • six-week growth checks
Grade 8	<ul style="list-style-type: none"> • WIN block (30 min) for targeted comprehension & vocabulary support using Wit & Wisdom texts plus Lexia modules • Weekly progress monitoring 	<ul style="list-style-type: none"> • Interventionist groups 20-25 min/day, 4 days/wk • diagnosis via NWEA & Lexia • six-week growth checks
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.

Midway Star Academy (4153-07) is using the following approved professional development program:

- CORE OLLA

Date of expected completion for Phase 1 Professional Development: 02/07/2025

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

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

Yes

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

All 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.

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:

• DIBELS 8 composite scores are collected Fall, Winter, and Spring to check the impact of Tier 1 instruction on 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.

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:

• 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.

The following changes in instructional practices have impacted students :

These changes in instructional practices have impacted students because now, teachers must provide proof of practice in lesson plans and JMC grading and are held accountable by the instructional coach for fidelity and

Local Literacy Plan for Midway Star Academy (4153-07)

data reporting and recording. Additionally, PLC groups are held biweekly strictly for the purpose of fidelity and data review. Students are impacted because the fidelity to the instructional practices is in place, and there is direct administrative follow-up. Teachers in non-compliance are put on a Teacher Improvement Plan and must follow up regularly with the instructional coach to strive for and to attain set and agreed-upon goals.

Midway Star Academy (4153-07) has implemented the following professional development and support for teachers 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

Midway Star Academy (4153-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community
 - 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):

- 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

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)	2	0	2	2
K-3 Classroom Educators	9	0	9	9
Grades 4-5 (or 6) Classroom Educators (as determined by district)	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
PreK through grade 5 Curriculum Directors	1	0	1	1
PreK through grade 5 Instructional Support Staff who provide reading support	10	0	0	10

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
------------------------	--	---------------------------------------	-------------------------------------	-----------------------------

Local Literacy Plan for Midway Star Academy (4153-07)

Grades 4-12 Classroom Educators responsible for reading instruction	8	0	0	2
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	5	0	0	5
Grades 6-12 Curriculum Directors	1	0	1	1
Employees who select literacy instructional materials for Grades 6-12	1	0	1	1

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Midway Star Academy (4153-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$21,246.45

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

\$21,246.45

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)
- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

Midway Star Academy (4153-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$16,814.74

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)
- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)
- Reading intervention (curriculum, materials, training)
- Other - Explain (Required)
- Other options include:
 - ELL Services

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:

No funds remain.