

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Midway Star Academy (4153-07)

Date Submitted to the State 06/09/2026

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 Tools 4-12
4. Screening Summary Student Counts Grades K-3
5. Dyslexia Screening Summary Student Counts Grades K-3
6. Screening Summary Student Counts Grades 4-12
7. Data-Based Decision Making for Action
8. Parent Notification and Involvement
9. Tier 1 (Core) Curricular Resources
10. Literacy Intervention Resources
11. Literacy Aid Funds
12. Professional Development Plan
13. Professional Development Educator Count
14. Multi-tiered System of Supports (MTSS)
15. Dual Language Immersion Programs

1. Read Act Goals

District or Charter School Literacy Goals

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 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 2026-27 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 67% combined proficiency.

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

The Local Literacy Lead, Amy Kinney, for Midway Star Academy (4153-07) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
She works directly with teachers and with administrative leadership to improve the quality of literacy instruction based on evidence-based best practice.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAII Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

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

<https://midwaystar.org/wp-content/uploads/2025/09/Midway-Star-Literacy-Plan-1.pdf>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Midway Star Academy (4153-07) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
mCLASS with DIBELS 8th Edition	Kindergarten	MDE Composites	DIBELS
		MDE Composites	DIBELS 8 measures oral language, phonological awareness, phonics, word-reading fluency, oral reading
	Grade 1	MDE Composites	DIBELS
		MDE Composites	DIBELS 8 measures oral language, phonological awareness, phonics, word-reading fluency, oral reading
	Grade 2	MDE Composites	DIBELS
		MDE Composites	DIBELS 8 measures oral language, phonological awareness, phonics, word-reading fluency, oral reading
	Grade 3	MDE Composites	DIBELS

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
mCLASS with DIBELS 8th Edition	Grade 3	MDE Composites	DIBELS 8 measures oral language, phonological awareness, phonics, word-reading fluency, oral reading

The district or charter school conducted oral language screening in the 2025-26 school year?

Yes

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Midway Star Academy (4153-07) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	District set benchmarks - Students were chosen by lowest NWEA scores.
	Grade 5	1 time per year	District set benchmarks - Students were chosen by lowest NWEA scores.
	Grade 6	1 time per year	District set benchmarks - Students were chosen by lowest NWEA scores.

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Midway Star Academy (4153-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

Yes

CAPTI was more specific about which areas needed additional supplemental support from teachers.

4. 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	24	8	25	20	30	15
1st	39	26	40	22	38	23
2nd	40	17	45	23	46	25
3rd	39	10	40	8	38	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

5. 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) uses the following criteria to identify students 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	25
1st	41	20
2nd	45	22
3rd	39	29

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

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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	48	0	18	16	10	0
5th	55	0	12	10	10	0
6th	43	0	10	7	7	0
7th	0	0	0	CTSTR	CTSTR	0
8th	0	0	0	CTSTR	CTSTR	0
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	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. 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:

The collection of high-quality data is a primary way of measuring students' results against their own results or the results of other students. Screening data, data from performance in the classroom, progress-monitoring data, assessment data, and so on are a part of the measurements that the data provides. Data must be regularly collected to ensure that it is meaningful and reliable. Data that is collected can be analyzed to match students' needs in tier 1, 2, and 3 instruction.

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

Tier 1 instruction is the core of the learning in a classroom. It is teaching provided to all students. Data must be regularly collected and analyzed to fit the learning or instructional goals in the classroom. Instruction can be modified or adjusted as goals shift and change or as students' needs are revealed on a deepening basis.

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

Sometimes, a significant number of students in a grade or a classroom are identified as having needs that lend themselves to tier 2 or 3 types of instruction through interventionary teaching and learning. In such settings, the instructors of these students need to focus their teaching methodology on the strengthening of the core instruction that the students receive in tier 1 educational settings because all students must be in tier 1 educational settings. Tier 2 and 3 teachers can underscore, review, drill, and practice the skills that are being taught in tier 1 classrooms as a way of further offering those supports to the students whom they serve.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

More than once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

If students who are receiving tier 2 services are not making evidenced improvement after a month of services and progress benchmarking, the insufficient progress may be a sign of a need for intensifications in the students' rigor of their support. Data must be collected throughout the instructional process at each level. Continuous monitoring in oral reading fluency, comprehension assessments, and other tools are suggested ways that our school handles these opportunities.

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

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

There are several keys to this, and they can scope across grade levels with individuation for differing ages and stages. Designing a plan is a great place to start, and the plan can indicate how the student will be monitored, how often, and how skills will be measured. Charting student progress is very helpful to see the data progression. A graph with phase line changes can be very useful to indicate when a student is ready to exit from support. Lastly, a diagnostic evaluation of comprehension / skills or a diagnostic-type assessment can prove as evidence that the students are ready to exit the support instructional learning environment.

8. 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Digital messaging
	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- Family engagement nights

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and 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.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
myView Literacy, K-5, (Minimally Aligned)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

We chose the SAVVAS curriculum because it offers a comprehensive standards-aligned curriculum that is built on a legacy of educational excellence and that is enhanced with modern digital tools. SAVVAS, formerly Pearson, emphasizes active inquiry-based learning. The content of the curriculum involves interactive, engaging lessons as opposed to just passive reading, and these experiences foster deeper understanding and critical thinking much more so than other curricula that is available. Lessons are relevant and interesting. There are intuitive and student-friendly digital platforms that contain clear navigational paths that are streamlined for learners of all ages. There are supportive tools for personalized learning and tracking. When we tested out several curricula for purchase, SAVVAS rose to the top for the offerings that have been detailed here.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) 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

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

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.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Lexia Core 5	Tier 2	Kindergarten	30
	Tier 2 & 3	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2 & 3	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2 & 3	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2 & 3	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2 & 3	Grade 4	30
	Tier 2	Grade 5	30
	Tier 2 & 3	Grade 5	30
	Tier 2	Grade 6	30
	Tier 2 & 3	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2 & 3	Grade 7	30
	Tier 2	Grade 8	30
	Tier 2 & 3	Grade 8	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Midway Star Academy (4153-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$21,246

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$21,246

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 2024 school year:

\$16,814

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

\$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Professional development on evidence-based literacy screening and progress monitoring tools	Literacy Aid Funds
MDE approved READ Act professional development	Read Act Literacy Aid

12: 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 Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

05/01/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Midway Star Academy (4153-07) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

07/01/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is 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

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

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) Page 21 of 24 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 Midway Star Academy's data reporting and recording. Additionally, PLC groups are held bi-weekly strictly for the purpose of fidelity and data review. Students are impacted because the fidelity to the instructional practices is in place. There is direct administrative follow-up. Teachers in non-compliance are put on a Teacher Improvement Plan and must follow up directly and 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 literacy 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 of Practice
- Requested district consultation, coaching, and/or support

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	8	6	0	2
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	6	2	0	4
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	9	9	0	0
K-12 Teachers holding English as a second language licenses	3	3	0	0
K-12 Reading Intervention Teachers	2	0	1	1
K-12 Special Education educators responsible for foundational reading instruction	20	20	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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

Employees who select literacy instructional materials for grades pre-K through grade five	3	3	0	2
---	---	---	---	---

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
Teachers who provide foundational reading instruction to students in grades 4-12	7	7	0	0
Teachers who provide reading instruction to students in dual language immersion programs	3	3	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	3	1	0	2
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	6	6	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

20

The PSLT was provided by:

Regional Literacy Network

14. 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 \(2025\)](#). 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

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Midway Star Academy (4153-07) does not include a DLI Program