

Minnesota READ Act Literacy Plan

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

For

Madelia Public School District (0837-01)

Date Submitted to the State 06/08/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Madelia Public School District (0837-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

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

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

Madelia Public School District (0837-01)'s literacy goal(s) for the 2025-26 school year:

Reading Scores will increase by 10% in grades K-6 as determined by FastBridge aReading and earlyReading assessments.

Reading MCA scores will increase by 5% in 3rd-6th grades.

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

Data meetings were reinstated three times per year. Progress monitoring meetings were implemented between screening windows. Foundational Skills from CKLA were implemented in 3rd grade. Functional Morphology was implemented in 4th grade along with class wide fluency interventions. Tier 1, Tier 2, and Tier 3 literacy needs were identified in grades K-6. Evidence-based interventions were aligned with student needs. Supplemental foundational materials were added to 5th grade. Staff engaged in professional development related to MTSS and Tier 1 instructional strategies, explicit instruction, and clear learning targets.

The following describes how Madelia Public School District (0837-01)'s current student performance differs from the literacy goal detailed in the READ Act:

52% of students have met or exceeding proficiency as measured by FastBridge earlyReading and aReading. This is an increase of 1% as opposed to our 10% goal. Reading MCA scores will not be released until the Fall of 2026.

Madelia Public School District (0837-01)'s literacy goal(s) for the 2026-27 school year:

Students meeting or exceeding proficiency as measured by FastBridge earlyReading and aReading will increase from 52% to 57% in grades K-6. Reading MCA scores will increase by 5% in grade 3-10. Spring 2026 scores will be released in the Fall of 2026. Goal #2: 100% of students in grades 7-12 will take CAPTI Read Basix in the Fall of 2026. This data will be the benchmark for future goals. Tier 1 core instruction professional development will be created based on Read Basix data in order to strengthen core instruction across all content areas.

The Local Literacy Lead, Michele Chapin, for Madelia Public School District (0837-01) has an FTE of .21

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The district literacy lead is a shared position with other area districts. The literacy lead is working with Madelia's MTSS Compass team on developing effective Tier 2 and Tier 3 systems. Tier 1 is also reevaluated and improved upon. The literacy lead has joined several district leadership teams and has helped begin the process of building Tier 2 literacy interventions into the Madelia Secondary School system.

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)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Madelia Public School District (0837-01) Local Literacy Plan is posted on the district website at

<https://www.madelia.k12.mn.us/wp-content/uploads/Madelia-Public-School-District-Literacy-Plan-2025-2026.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.

Madelia Public School District (0837-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Madelia Public School District (0837-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	NA
	Grade 1	MDE Composites	NA
	Grade 2	MDE Composites	NA
	Grade 3	MDE Composites	NA

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Madelia Public School District (0837-01) will be utilizing the following screening tool(s) in 2026-27:

mCLASS with DIBELS 8th Edition

Madelia Public School District (0837-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

The FastBridge Oral Repetition subtest will be given to all students in grades K-2 in the Fall of 2026. Students who do not meet the benchmark in the Fall will continue to be assessed during Winter and Spring screening periods until the benchmark is met. Multilingual Learners in grades K-3, with a composite score below a 2.0 on the WIDA assessment will be given DIBELS mClass 8th Edition.

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 Madelia Public School District (0837-01) 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	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

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

Local Literacy Plan for Madelia Public School District (0837-01)

- Reading Efficiency

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

- Sentence Processing
- Reading Comprehension

Madelia Public School District (0837-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Madelia Public School District (0837-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

CAPTI Read Basix will be used as the screening tool in grades 7-12. Seniors will given CAPTI Read Basix in the Fall of their Senior year. All students in grades 4-11 will complete all subtests in the Fall of 2026. This will allow staff to analyze student strengths and areas needing improvement. Students who do score above 250 in Word Recognition and Decoding or Reading Efficiency will be reassessed in the Spring of 2027. Data will be used from the Spring assessment to help make informed decisions regarding instruction, scheduling, interventions and professional development needs for the following school year. Grades 4-6 will continue to use the 2-step screening process. If students in grades 4-6 do not meet the aReading Benchmark in the Fall of 2026, they will be assessed with all six sub-tests of CAPTI Read Basix. Student receiving intervention in grades 4-12 may be given Read Basix during Winter screening. Subtests within Read Basix will be used for progress monitoring every 6-8 weeks. Data will be used to evaluate the effectiveness of literacy instruction and interventions. The district will use the information to guide instructional planning, monitor student progress and ensure students receive evidence-based supports as needed.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Madelia Public School District (0837-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	33	15	33	21	32	13
1st	50	15	50	28	50	30
2nd	33	22	34	20	34	24
3rd	49	17	49	15	52	16

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 Madelia Public School District (0837-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Madelia Public School District (0837-01) 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	34	22
1st	50	15
2nd	36	8
3rd	51	32

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

Madelia Public School District (0837-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Madelia Public School District (0837-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

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	51	48	19	19	18	0
5th	49	48	26	26	25	0
6th	47	48	20	20	20	0
7th	55	50	21	21	20	0
8th	55	53	21	19	18	0
9th	56	52	19	16	15	0
10th	47	46	22	13	9	0
11th	43	35	18	14	13	0
12th	43	41	29	17	14	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.

Madelia Public School District (0837-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

To ensure evidence-based instruction and intervention are matched to student needs, Madelia public schools utilizes a comprehensive data-based decision making process. FastBridge is used in grades K-6 as our universal screener. Required MDE assessment have been added to the FastBridge recommended assessments. During the 2026-27 school year, CAPTI Read Basix will be used in grades 7-12. The data collected from these assessments serve as the foundation for identifying students who may need additional support and for informing instructional decisions. Students are screened three times throughout the year. Data is then reviewed by grade-level teams, ML, intervention teachers, administration and the literacy lead to identify students at risk for reading difficulties and to determine instructional needs and next steps. If screening data results indicate a need for additional support a diagnostic assessment such as CORE Phonics Survey or CORE Phonemic Awareness is administered. Progress monitoring data, classroom performance, and teacher observations are also considered. The area of need is identified, such as: Phonemic Awareness, Phonics, Fluency, Vocabulary, or Comprehension and a specific evidence-based intervention is chosen. Students receive support matched to their identified needs through differentiation within Tier 1, targeted Tier 2 interventions, or intensive Tier 3 interventions. Student progress is monitored and data is reviewed every 6-8 weeks. This ongoing cycle ensures instruction and intervention remain responsive, targeted and aligned to student's needs.

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

Fidelity of implementation is monitored through classroom observations, instructional walkthroughs, teacher self-reflection, collaborative planning, and review of instructional practices aligned to the district curriculum expectations. Teacher teams and leaders work together to ensure that core instruction is implemented consistently as designed. Teams will analyze trends across classrooms, grade levels, and student groups to determine whether instructional adjustments are needed during core instruction. Differentiation within Tier 1 is driven by multiple sources of data, including Access scores of our ML students, universal screening data, teacher observations and student work. Teachers use this data to provide flexible small-group instruction, scaffolded supports or enrichment and differentiated instructional strategies. This process is being refined as the MTSS Handbook is updated. Tier 1 fidelity checklists are being developed throughout the 2026-2027 school year to ensure

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

Madelia Public Schools will use multiple data points when considering students for Tier 2 and Tier 3 reading interventions. Students will be considered for Tier 2 supplemental intervention if they fall between the 10th and 30th percentile in earlyReading, CBM Reading, or aReading. MDE Composite scores in grades K-3 will also be used to determine students with the greatest need. In grades 4 and 5, data from CAPTI Read Basix will be considered. These students will receive Tier 2 interventions from district interventionists. Students may also receive Tier 2 interventions from a classroom teacher during the specified intervention time. Students below the 10th percentile will be considered

Local Literacy Plan for Madelia Public School District (0837-01)

for Tier 3 intensive intervention. Students on an IEP will receive their intervention from a special education teacher. If a student is not on an IEP, district intervention teachers will provide intensive interventions within the capacity of their day. Madelia Public Schools will use CAPTI Read Basix data as one piece of data in grades 4-12 to determine whether a student will need Tier 2 intervention.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Once a week

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

Students in grades K through 6 will be monitored for progress weekly or biweekly if they are receiving interventions related to phonics or fluency. Students in grades 4 through 6 receiving interventions for multisyllabic words will also be monitored for progress every 6 weeks using the Word Recognition and Decoding subtest from Read Basix. The Reading Efficiency subtest may be used with students who need to develop silent reading fluency. These students may also be monitored using FastBridge CBM. Student in grades 7-12 may be monitored with subtests in Read Basix. Interventions will begin at the Tier 1 level at the Madelia Middle and High School.

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

Exit decisions for Tier 2 or Tier 3 reading interventions are based on multiple data sources, students' responsiveness to intervention, and their ability to maintain success in the Tier 1 setting. Students will be considered for exiting the intervention if they have three or more data points at or above the next screening benchmark. Classroom performance should also demonstrate success. Students' classroom teachers, interventionists, and other team members agree that students no longer need supplemental intervention.

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 Madelia Public School District (0837-01) 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	3 times per year	Other - Parents are notified through letters that are sent home and parent teacher conferences.
Grade 1	3 times per year	Other - Parents are notified through letters that are sent home and parent teacher conferences.
Grade 2	3 times per year	Other - Parents are notified through letters that are sent home and parent teacher conferences.
Grade 3	3 times per year	Other - Parents are notified through letters that are sent home and parent teacher conferences.
Grade 4	3 times per year	Other - Parents are notified through letters that are sent home and parent teacher conferences.
Grade 5	3 times per year	Other - Parents are notified through letters that are sent home and parent teacher conferences.
Grade 6	3 times per year	Other - Parents are notified through letters that are sent home and 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:

- More than one of the above

Continuous Improvement for Parent Notification

Madelia Public School District (0837-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

Parents in grades 7-12 will be notified of their child's CAPTI Read Basix results and any interventions that will be implemented for their child in the fall.

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 Madelia Public School District (0837-01), 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
Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)	Comprehensive	Kindergarten	100
	Comprehensive	Grade 1	100
	Comprehensive	Grade 2	100
	Comprehensive	Grade 3	100
	Comprehensive	Grade 4	100
Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	Grade 5	60

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

We will begin a curriculum review process based on data and student needs during the 2026-2027 school year. A team will be put in place to review longitudinal data and identify gaps based on structured literacy. Evidence-based tier one curriculum may be reviewed and chosen for initial implementation in the 2027-2028 school year.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: October/November create a curriculum team and review longitudinal data. Determine curricular needs based on student data and structured literacy. December/January review selected evidence-based curriculum from MDE and contact companies for samples. Grade level teams will review the curriculum, their alignment to MN State Standards and the research related to the curriculum. Team may be given an opportunity to pilot the curriculum. In the Spring of 2027, a curriculum may be chosen for implementation beginning in the 2027-2028 school year.

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 Madelia Public School District (0837-01) 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
Path to Reading Excellence in School Sites (PRESS)	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
	Tier 2	Grade 5	30
	Tier 2	Grade 6	30
Reading Corps	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
Other Resources - 95 Rap	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	30
Other Resources - REWARDS	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30

Local Literacy Plan for Madelia Public School District (0837-01)

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - REWARDS	Tier 2 & 3	Grade 6	30

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Madelia Public School District (0837-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$2,465

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

\$24,650

READ Act Literacy Aid

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

Madelia Public School District (0837-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$25,282

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
Contracting or employing a District Literacy Lead	Literacy Aid Funds

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.

Madelia Public School District (0837-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Madelia Public School District (0837-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

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:

The district literacy lead will meet with any individuals who do not meet the 80% proficiency level. The individual may be asked to attend paraprofessional structured literacy training as a review. The literacy lead will also observe lessons and provide support with structured-literacy practices until expectations have been met as measured by district adopted assessments and benchmarks.

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:

Fidelity data is an ongoing process. Madelia's district leadership team is working on a process that involves collaborate feedback during PLC's based on student data, self-reflection related to instructional strategies and student-data, and creating a coaching menu where teachers will be able to choose the manner of support they are most comfortable with. Administration and the local literacy lead will conduct brief walk-throughs to gather data using implementation tools from CKLA and Functional Morphology in 4th grade. Teachers will be given feedback within one day after an informal walk-through.

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

Local Literacy Plan for Madelia Public School District (0837-01)

areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

The district literacy lead will meet with individual teachers and grade-level teams after student screening data has been collected and data meetings have been held. During these discussions teachers and teams can review their student data and request support needed to best meet student needs at the Tier 1 or Tier 2 instructional levels. There will be a menu of possible supports in order to build a collaborative and trusting culture. Feedback and support will center around and impact student learning related to skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Progress monitoring data will be analyzed every 6 to eight weeks to determine if the evidence-based instruction that is being implemented is having a positive effect on instruction.

The following changes in instructional practices have impacted students:

Student outcomes have started improving since teachers have completed structured literacy training, adopted a curriculum that includes explicit, systematic, and evidence-based instruction, and have used data related to phonemic awareness, phonics, fluency, accuracy, vocabulary and comprehension to guide their instruction. These changes have improved instruction related to foundational reading skills which in turn creates a more equitable experience for students. Teachers also are able to analyze usable data to determine instructional needs for their students.

Madelia Public School District (0837-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Staff attend professional development sessions with neighboring districts each year. These sessions focus on Indigenous groups, Latino culture, Martin Luther King Jr. and LGBTQIA2S+.

Madelia Public School District (0837-01) 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):

Madelia Public Schools continues to work with the South Central Service Co-op to provide training and support related to the MnMTSS framework. Tier 1 instructional strategies were revisited during the 2025-26 school year. During the 2026-2027 school year the focus will continue to include Tier 1, but Tier 2 and Tier 3 supports and interventions will be introduced.

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)	3	2	0	1
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	15	14	2	1
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	3	3	0	0
K-3 Classroom teachers	8	8	0	0
K-12 Teachers holding English as a second language licenses	4	3	1	0
K-12 Reading Intervention Teachers	2	2	0	0
K-12 Special Education educators responsible for foundational reading instruction	6	6	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

Local Literacy Plan for Madelia Public School District (0837-01)

Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
---	---	---	---	---

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	2	1	1	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	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	1	1	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	9	9	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).

24

The PSLT was provided by:

District PSLT Trainer

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.

Madelia Public School District (0837-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Madelia Public School District (0837-01) has participated in MDE MnMTSS professional learning:

Yes

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

Madelia Public School District (0837-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

Madelia will be working on Tier 2 and Tier 3 instructional supports. The MTSS Handbook is continuously being updated.

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.

Madelia Public School District (0837-01) does not include a DLI Program