

Minnesota READ Act Literacy Plan

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

For

Madelia Public School District (0837-01)

Date Submitted to the State 06/05/2025

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 \(2024\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Madelia Public School District (0837-01)'s literacy goal(s) for the 2024-25 school year:

One of the primary goals of Madelia Public School is that all students will read at grade level as measured by achievement on the Minnesota Comprehensive Assessment (MCA) in Reading and FastBridge Universal Screeners. Students who Meet or Exceed Proficiency will have met the literacy plan goal. Students' progress towards mastery of the literacy goal will be monitored through performance on Benchmark and formative assessments aligned with the Minnesota State Reading Standards and through analysis of both quantitative and qualitative data. Instruction will be monitored and adjusted based on student performance.

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

Data meetings were reinstated three times per year. Tier 1, Tier 2, and Tier 3 literacy needs were identified. Evidence-based Interventions were aligned with student needs. Core instructional materials were analyzed and supplemental foundational materials were added to 4th and 5th grade.

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

47% of students in grades 2-12 are reading on grade level. 55% of students in grades K and 1 are reading on grade level. MCA scores also indicated growth in some grade levels. This data will continue to drive PLC's and data meetings.

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.

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

<https://www.madelia.k12.mn.us/district/annual-reports/>

2. Screening Tools K-3

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

The table below details the screening tool used by 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:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. 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	47	31	47	30	47	21
Grade 1	32	10	35	15	35	24
Grade 2	42	15	45	14	46	16
Grade 3	50	23	50	22	49	22

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 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) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest

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

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	47	8
Grade 1	32	12
Grade 2	42	14
Grade 3	50	8

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 Madelia Public School District (0837-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

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

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 Madelia Public School District (0837-01) to determine which students in grades 4-12 are not reading at grade level:

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

Students who do not meet the benchmark in aReading will be given the six subtests in Capti ReadBasix within two weeks of administering aReading.

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

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. (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 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 of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Mailed Letter

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

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

- Family engagement nights
- Parent teacher conferences
- School events

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.

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 interventions are matched to students' needs during the 2025-2026 school year, Madelia Public Schools will use a structured, multi-step process that incorporates FASTBridge early reading, aReading, CMB oral reading fluency and accuracy, autoReading, progress monitoring, the CORE Phonics Screener, and the upcoming addition of CAPTI ReadBasix as a diagnostic tool in grades 4-12. This process will align with Madelia Public Schools MTSS framework and will focus on data-driven decision making. Grade level teams will meet with ML, Title, Administration and SPED teachers to review Tier 1, Tier 2, and Tier 3 data to examine needs at each tier. Core instruction/resources and interventions will be discussed to ensure they are matched to student needs. This process will occur three times each year after Fall, Winter, and Spring screening. In between screening windows data will be reviewed in grade level teams with support from the literacy lead and other instructional support staff.

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

Administration along with the district literacy lead will monitor fidelity of curricula implementation and evidence-based practices throughout the year through informal observations and collaborating with grade level teams in order to provide needed support with fidelity of Structured Literacy, evidence-based practices, intervention, dyslexia and screening.

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

Students who are identified as high risk according to FASTBridge assessments are prioritized for Tier 3 interventions. Students who are at some risk or below the 30th percentile receive Tier 2 interventions.

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:

Progress monitoring graphs are analyzed to determine if the intervention is successful. The aim line determines if students are on track to meeting their individualized goal towards grade level proficiency. Students whose line falls below expectations will have changes in their interventions. Changes may include more frequency or a new intervention.

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

Students will need to have three consecutive data points at or above the next grade-level benchmark in order to be released from interventions.

Does Madelia Public School District (0837-01) 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

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.

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

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 Madelia Public School District (0837-01), 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	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 1	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 2	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 3	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	90
Grade 4	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30
Grade 5	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30

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 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.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Bridge to Read and UFLI	Bridge to Read and UFLI
Grade 1	Bridge to Read and UFLI	Bridge to Read and UFLI
Grade 2	Bridge to Read and UFLI	Bridge to Read and UFLI
Grade 3	Bridge to Read and UFLI	Bridge to Read and UFLI
Grade 4	Bridge to Read and UFLI	Bridge to Read and UFLI
Grade 5	Bridge to Read and UFLI	Bridge to Read and UFLI
Grade 6	Bridge to Read and UFLI	Bridge to Read and UFLI
Grade 7	REWARDS/ Repeated Reading	NA
Grade 8	REWARDS/ Repeated Reading	NA
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

Continuous Improvement for Reading Interventions

Madelia Public School District (0837-01) will make the following changes to reading interventions for the 2025-26 school year:

Additional intervention materials will be added. 95 Rap will be implemented for Tier 3. Additional interventions may be added af

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.

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

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2025

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:

The district literacy lead will meet with any individuals who do not meet the 80% proficiency level. The literacy lead will observe lessons and provide support with structure-literacy practices until expectations have been met.

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 will be collected by administration and the district literacy lead related to implementation of CKLA and Functional Morphology. Walk-throughs will be conducted using resource-specific look fors in regards to structured literacy.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Coaching support will be specific in regards to the data collected from the walk-throughs. The literacy lead and/or administration will meet regularly to discuss data and specific needs related to structured literacy implementation.

The following changes in instructional practices have impacted students :

Implementation of structured phonics and morphology has shown through our MCA scores which more than doubled from the 2024 school year. Students are gaining practice and confidence with their foundational reading skills.

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

Martina Wagner provided professional development for Madelia Public Schools. This professional development focused on culturally responsive practices. Teams chose instructional strategies to support their diverse

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learners. These practices will continue to be implemented in the 2025-2026 school year. Structured literacy is also an important part of providing equitable instruction to our diverse learners. Structured literacy practices from OL&LA and LETRS will continue to be implemented to support all learners. Fidelity with implementation will be a focus for the district.

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

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):

The district literacy lead along with the SCSC worked with K-12 ELA teachers to unpack the new ELA standards and align the standards to district curricula. This work will continue throughout the 2025-2026 school year.

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	3	2	1	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	6	3	0	3
K-3 Classroom Educators	8	8	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	3	2	0	1
K-12 Reading Interventionists	3	3	0	0
K-12 Special Education Educators responsible for reading instruction	6	6	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	16	0	0	16

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	2	0	1	1
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	9	0	0	9
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	2	1	0	1

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Madelia Public School District (0837-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$26,618.90

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

\$29,000.00

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
- Contracting or employing a District Literacy Lead

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 2025 school year:

\$5,693.61

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$28970

If funds remain, the plan to spend down the remaining funds are as follows:

These funds will be used to help fund the literacy lead.