

Minnesota READ Act Literacy Plan

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

For

Jackson County Central School Dist. (2895-01)

Date Submitted to the State 06/02/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Jackson County Central School Dist. (2895-01). 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

Jackson County Central School Dist. (2895-01)'s literacy goal(s) for the 2025-26 school year:

For the 2025-26 school year, the district will continue implementation of the Minnesota Read Act through ongoing professional learning and literacy training for staff. The district's literacy goals include continuing training for all remaining Phase 1 staff members to ensure educators have the knowledge and skills necessary to provide evidence-based literacy instruction aligned to the science of reading. During the 2025-26 school year, paraprofessionals and newly hired Phase 1 staff members will participate in required literacy training. In addition, Phase 2 staff members will be identified and registered for their required training during the same time period. Through continued professional development and implementation support, the district aims to strengthen literacy instruction across grade levels and ensure all students have access to high-quality reading instruction that supports literacy achievement and long-term academic success. Conduct a curriculum review of the K-12 Reading curriculum for potential purchase in the 25-26 school year. Pilot a new K-12 Reading and ELA curriculum and provide staff training in preparation for full implementation. Implement vocabulary development and informational text strategies across all content areas.

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

During the 25-26 school year, all remaining Phase 1 educators, including all paraprofessionals engaged in approved Science of Reading trainings. Early Elementary are trained in LETRS and LETRS Early Childhood. Upper Elementary and Special Education staff were trained in OL&LA. And, the paraprofessionals were trained by in-house trainers who attended the Paraprofessional Train the Trainer training from Southwest West Central Service Co-op, and SWWC staff. During the 2025-26 school the District Literacy Team, led by the Director of Curriculum, Teaching and Learning, conducted a curriculum review. Our data indicated that our students were suffering due to only having a Foundational Reading Curriculums. It was decided to review potential Knowledge Building Curriculums for K-12 programing, and pilot a program in hopes to fully implement a Knowledge Building curriculum in addition to the Foundational Reading Curriculums we already had in place. After review throughout the summer, the District Literacy Team, chose to pilot SAVVAS My View and My Perspectives. After a successful pilot, we recommended a seven year adoption to the School Board which was approved. We are know looking to fully implement in the Fall of 2026.

The following describes how Jackson County Central School Dist. (2895-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Local Literacy Plan for Jackson County Central School Dist. (2895-01)

Current student literacy performance remains below the goal established in the Minnesota READ Act that all students read at grade level every year. Current screening data shows that proficiency levels vary across grade spans and assessments, with many students not yet meeting grade-level benchmarks. According to the FAST Early Reading Composite, 56.5% of kindergarten students were proficient. First grade students increased proficiency from 22.5% to 42% during the school year. On the FAST CBMreading assessment, 46.2% of first grade students, 60.8% of second grade students, and 60.9% of third grade students met proficiency benchmarks. On the FAST aReading assessment, 54.1% of second grade students, 60% of third grade students, and 51.4% of students in grades 4 and 5 were proficient. During winter 2025-2026, students in grades 4-12 who were not identified as reading at grade level on another screener completed the four required Capti Read Basix subtests. Results showed 32.7% met benchmarks in Word Recognition and Decoding, 39.4% in Vocabulary, 44.8% in Morphology, and 38% in Reading Efficiency. Overall, many students remain below grade-level expectations.

Jackson County Central School Dist. (2895-01)'s literacy goal(s) for the 2026-27 school year:

For the 2026-27 school year, the district's literacy goal is to increase the percentage of students demonstrating grade-level reading proficiency through the continued implementation of evidence-based literacy instruction aligned to the Minnesota READ Act. The district has established a goal that 55% of all students in preschool through twelfth grade will demonstrate proficiency on their identified reading assessments during the 2026-27 school year. This goal reflects a significant increase from the district's 46.6% proficiency rate on the 2025 MCA Reading assessments. To monitor student progress toward this goal, the district will utilize multiple assessment measures across grade levels. Students in preschool through third grade will participate in FAST assessments to measure foundational literacy skills and early reading proficiency. Students in grades four through twelve will participate in the Capti Read Basix assessment to measure reading proficiency and identify students in need of additional literacy support. In addition, MCA Reading assessment results for students in grades three through eight and grade ten will be used to evaluate district-wide literacy achievement and progress toward state accountability goals. The district will continue focusing on strengthening literacy instruction through evidence-based practices, ongoing staff training in the Science of Reading, implementation of knowledge-building curriculum resources, and targeted intervention supports for students who are not yet meeting grade-level expectations. Through these efforts, the district aims to improve reading outcomes for all learners and ensure students are prepared for long-term academic success.

The Local Literacy Lead, Angela Beckel, for Jackson County Central School Dist. (2895-01) has an FTE of .25

Local Literacy Plan for Jackson County Central School Dist. (2895-01)

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

JCC's District Literacy Lead also serves as our Director of Curriculum, Teaching and Learning. This role encompasses leading the MTSS district and school teams. Our District MTSS teams meet four times annually, while our School-level teams meet monthly. Currently, the Director of Curriculum, Teaching and Learning, in conjunction with the school-level teams, has developed data dashboards for each building to evaluate Tier 1 instruction and interventions, and programming, developed intervention plans for each building's needs, selected intervention programs, and developed schedules to ensure students needed interventions have the opportunity for evidence-based interventions.

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

Jackson County Central School Dist. (2895-01) Local Literacy Plan is posted on the district website at

<https://www.jccschools.com/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.

Jackson County Central School Dist. (2895-01) has administered an MDE approved K-3 READ Act screening tool
Yes

The table below details the screening tool used by Jackson County Central School Dist. (2895-01) 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
		MDE Composites	aReading
	Grade 3	MDE Composites	NA
		MDE Composites	aReading

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 Jackson County Central School Dist. (2895-01) 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
FastBridge AutoReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
MCA Reading	Grade 8	1 time per year	Vendor Benchmark
	Grade 9	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 11	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark
Other - No data entered	Grade 12	1 time per year	Vendor Benchmark
iReady	Grade 10	1 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
- Reading Efficiency

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

- Sentence Processing
- Reading Comprehension

Jackson County Central School Dist. (2895-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Jackson County Central School Dist. (2895-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

During the 2026-27 school year, the district will implement changes to literacy screening practices for students in grades 4-12 in order to strengthen instructional decision-making and improve intervention planning. Beginning in May 2026, all students in grades 4-8 will complete all six subtests of the Capti ReadBasix assessment. Administering the full assessment in the spring will allow district staff to analyze student literacy strengths and areas of need prior to the start of the 2026-27 school year. This data will be used to make informed instructional, scheduling, and intervention decisions before students return in September 2026. During the 2026-27 school year, students in grades 4-8 will complete the Capti ReadBasix assessment twice annually as part of the district's literacy screening process. The assessment data will help identify students who may require additional literacy support and will provide information related to foundational reading skills, fluency, vocabulary, comprehension, and other components of reading development. In grades 4-12, Capti ReadBasix assessment data will also be used as a progress-monitoring tool to evaluate student growth over time and determine the effectiveness of literacy instruction and interventions. The district will use this information to guide instructional planning, monitor student progress toward grade-level literacy expectations, and ensure students receive appropriate evidence-based supports aligned to the Minnesota READ Act.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Jackson County Central School Dist. (2895-01) 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	15	3	64	42	62	36
1st	53	16	71	26	69	29
2nd	82	44	85	53	85	47
3rd	63	42	65	40	65	39

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 Jackson County Central School Dist. (2895-01) 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.

Jackson County Central School Dist. (2895-01) 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	68	12
1st	69	18
2nd	79	33
3rd	26	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

Jackson County Central School Dist. (2895-01) 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

Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Jackson County Central School Dist. (2895-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

During the 2026-27 school year, the district will expand its K-3 dyslexia screening practices to ensure earlier identification of students who may be at risk for characteristics of dyslexia or other reading difficulties. During the previous school year, the district administered dyslexia screening measures in the fall only to students whose Spring 2026 literacy assessment scores were below grade-level expectations. Beginning in the 2026-27 school year, the district will implement universal fall dyslexia screening for all students in kindergarten through third grade. This change will allow the district to identify student needs earlier and provide timely instructional supports and interventions for students who demonstrate risk factors related to phonological awareness, decoding, encoding, rapid naming, or other foundational literacy skills. Universal screening will provide more comprehensive student data and help ensure that students who may not have previously qualified based on spring assessment data are still identified and supported as early as possible. Screening results will be used alongside other literacy assessment data to guide instructional planning, intervention placement, and ongoing progress monitoring. This expanded screening process aligns with the goals of the

Minnesota READ Act and supports the district's commitment to evidence-based literacy instruction and early intervention practices.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Jackson County Central School Dist. (2895-01) 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	88	71	86	33	28	0
5th	74	70	71	27	27	0
6th	70	81	67	51	5	1
7th	82	82	80	58	10	2
8th	70	70	68	39	14	0
9th	92	69	56	32	7	5
10th	74	72	46	8	10	3
11th	83	72	34	17	5	5
12th	73	63	36	16	5	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.

Jackson County Central School Dist. (2895-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

During the 2025-26 school year, the district strengthened its systems and processes for using data to ensure that evidence-based instruction and interventions are appropriately matched to student needs. A major component of this work included transitioning to EduClimber as the district's new data warehouse and MTSS management platform. The implementation of EduClimber has allowed the district to centralize student data and create a more comprehensive system for reviewing academic performance, intervention participation, and progress-monitoring information. Throughout the school year, staff development time and Professional Learning Community (PLC) time were dedicated to training teachers, interventionists, and instructional staff on how to effectively utilize student data to make informed instructional decisions. Training focused on reviewing assessment results, identifying student strengths and skill deficits, monitoring growth trends, and selecting instructional strategies and interventions aligned to student needs. PLC leaders were specifically tasked with facilitating ongoing data discussions within their teams and ensuring that instructional decisions are consistently informed by multiple sources of student data. The district also emphasized the use of evidence-based interventions aligned to the Science of Reading and Minnesota READ Act requirements. Interventionists were directed to implement research-based intervention programs and instructional practices designed to address identified literacy skill deficits. Students receiving interventions are assigned supports based on assessment data, screening results, classroom performance, and progress-monitoring information. Moving forward, all literacy interventions and progress-monitoring data will be documented within EduClimber. This process will allow staff members to monitor intervention fidelity, evaluate student growth over time, and make timely instructional adjustments when students are not demonstrating adequate progress. By housing assessment, intervention, attendance, behavior, and academic data within one system, the district is working to ensure that educators can make data-informed decisions that consider the needs of the whole child rather than relying on a single assessment measure or isolated data point. Through the continued use of EduClimber, collaborative PLC processes, and evidence-based instructional practices, the district is building a more cohesive MTSS framework that supports early identification of student needs, targeted interventions, and continuous progress monitoring to improve literacy outcomes for all students.

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

During the 2025-26 school year, the district continued developing systems and processes to monitor instructional fidelity and strengthen differentiated Tier 1 instruction across grade levels. Multiple district and building teams collaborated to create fidelity checklists designed to support consistent implementation of curriculum resources, instructional routines, intervention practices, and evidence-based literacy instruction aligned to the Minnesota READ Act. Throughout this work, district leadership and staff engaged in ongoing discussions regarding the purpose of fidelity checks, the difference between instructional walkthroughs and formal evaluations, and the roles and responsibilities associated with each process. These conversations focused on creating a shared understanding that fidelity monitoring is intended to support instructional consistency, improve student outcomes, and identify areas where additional coaching or professional development may be needed, rather than serving solely as an evaluative process. While the district acknowledges that these systems are still evolving and that a perfect process has not yet been established, important foundational steps have been taken to improve consistency and clarity across buildings. As part of this work, the district is establishing clear instructional and intervention expectations for the 2026-27 school year. These expectations will outline required curriculum implementation practices, intervention procedures, staffing expectations, and evidence-based instructional routines to ensure all staff members understand district priorities and instructional requirements. Differentiation within Tier 1 instruction continues to be supported through collaborative PLC discussions, data review processes, and MTSS team meetings. Teachers are utilizing assessment data, classroom performance information, and progress-monitoring results to identify student learning needs and adjust instruction accordingly. Staff members are also increasingly using district data systems, including EduClimber, to review student performance trends and make informed decisions regarding instructional supports and differentiation strategies within the core classroom setting. Through the development of fidelity checklists, shared instructional expectations, collaborative data practices, and ongoing professional learning, the district is building stronger systems to ensure high-quality Tier 1 instruction and consistent implementation of evidence-based literacy practices across all schools and grade levels.

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

The district utilizes assessment data and a Multi-Tiered System of Supports (MTSS) framework to determine student eligibility for targeted reading interventions. Entrance into Tier 2 supplemental interventions is primarily based on student performance on district literacy screening assessments, progress-monitoring measures, and classroom performance data. Processes differ between elementary and secondary grade levels due to the assessment tools used and the structure of literacy programming. At the elementary level, students in kindergarten through third grade are identified for Tier 2 reading interventions using FAST assessment data, including measures related to early literacy, foundational reading skills, and reading proficiency. Students performing below established grade-level benchmark targets or identified as at risk through FAST screening and progress-monitoring data are considered for supplemental interventions. Classroom performance, teacher observations, and intervention progress data are also reviewed during collaborative data discussions to determine the level of support needed. Elementary teachers utilize targeted intervention programs such as Heggerty, SPIRE, and Read Naturally to provide evidence-based interventions aligned to specific literacy skill deficits. At the secondary level, students in grades 4-12 are identified for Tier 2 interventions

using Capti ReadBasix assessment data. Students demonstrating below-grade-level reading performance or deficits in comprehension, fluency, vocabulary, foundational literacy skills, or other reading-related areas may qualify for supplemental interventions. Secondary staff also review classroom performance data, progress-monitoring results, and teacher input when determining intervention placement and support needs. Secondary teachers utilize programs such as Read Naturally, Membean, and Read Live to provide literacy support and intervention services. Tier 2 interventions at both the elementary and secondary levels are supplemental to core reading instruction and are designed to address identified areas of reading need through targeted, evidence-based supports. Student progress is monitored regularly to determine the effectiveness of interventions and whether additional support may be necessary. Currently, Tier 3 intensive reading interventions are provided primarily through Special Education services for students who qualify under the area of reading. Tier 3 entrance criteria are based on a student qualifying for Special Education services following a comprehensive evaluation process. Students receiving Tier 3 services receive individualized, intensive literacy instruction and supports aligned to their identified educational needs and Individualized Education Program (IEP) goals. Through the use of screening data, progress monitoring, and collaborative problem-solving processes, the district works to ensure students receive evidence-based literacy interventions aligned to their identified reading needs. The district continues to review and refine its MTSS and intervention systems to strengthen support structures for students requiring intensive literacy interventions across all grade levels.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

Other

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:

The district utilizes a K-12 progress-monitoring protocol within its Multi-Tiered System of Supports (MTSS) framework to determine the effectiveness of targeted reading interventions and whether intensifications or modifications are necessary for students receiving Tier 2 or Tier 3 supports. For students receiving Tier 2 supplemental reading interventions, progress-monitoring data is reviewed regularly to evaluate student growth toward grade-level literacy benchmarks and intervention goals. Students receiving Tier 2 supports are progress monitored using district-approved literacy assessments and intervention-specific measures aligned to the area of reading need. Classroom performance, teacher observations, and assessment data are also considered during collaborative problem-solving discussions. Students may be exited from Tier 2 interventions when they meet the next grade-level benchmark target and demonstrate consistent progress for three consecutive weeks. If progress-monitoring data indicates that a student is not making adequate progress toward intervention goals, the intervention team may intensify or modify supports. Modifications may include changes to intervention frequency, duration, group size, instructional strategies, or intervention program selection. At the elementary level, FAST assessment data and intervention progress-monitoring measures are used to evaluate student growth in foundational reading skills and early literacy development. At the secondary level, Capti ReadBasix data, classroom performance information, and intervention progress-monitoring

measures are used to evaluate student progress in comprehension, fluency, vocabulary, and other literacy-related skills. For students receiving Tier 3 intensive interventions through Special Education services, progress toward Individualized Education Program (IEP) goals is monitored regularly using individualized assessment measures and intervention data. If a student demonstrates a lack of progress across two or more data points, the IEP team convenes to review student performance data and determine whether intensification or modification of services is necessary. Changes may include adjustments to instructional approaches, intervention intensity, frequency, duration, or specialized supports to better meet the student's identified literacy needs. Through ongoing progress monitoring and collaborative data review processes, the district works to ensure reading interventions remain responsive, evidence-based, and aligned to individual student needs across all grade levels.

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

Students receiving Tier 2 supplemental or Tier 3 intensive reading interventions may be exited from intervention services once they demonstrate sustained grade-level reading performance and no longer require targeted literacy supports to access core instruction successfully. For students receiving Tier 2 interventions, exit criteria include consistent grade-level performance on progress-monitoring measures and/or meeting established grade-level benchmark targets during the next district screening window. Student performance data, classroom achievement, teacher observations, and intervention progress are reviewed collaboratively to determine whether intervention supports can be reduced or discontinued. At the elementary level, kindergarten through third grade students are evaluated using FAST assessment benchmarks, foundational literacy skill data, and intervention progress-monitoring measures. Students demonstrating sustained grade-level performance in early literacy and reading skills may be exited from supplemental interventions. At the secondary level, students in grades 4-12 are evaluated using Capti ReadBasix assessment data, classroom performance, and progress-monitoring results related to comprehension, fluency, vocabulary, and other literacy skills. Students who demonstrate consistent grade-level reading performance and successful participation in core instruction may be exited from intervention services. For students receiving Tier 3 intensive interventions through Special Education services, exit decisions are determined through the Individualized Education Program (IEP) process and based on student progress toward IEP goals, assessment data, and educational performance. Changes to Tier 3 services, including reduction or discontinuation of interventions, are determined collaboratively by the IEP team in accordance with Special Education evaluation and eligibility requirements. Through ongoing progress monitoring and collaborative data review, the district works to ensure students receive targeted literacy interventions only as long as needed to support successful grade-level reading achievement.

Continuous Improvement for Data-Based Decision Making for Action

Jackson County Central School Dist. (2895-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

The district is strengthening its data-based decision-making processes by providing Professional Learning Communities (PLCs) with more structured, vetted, and consistent protocols for analyzing student data and making instructional decisions. These protocols are designed to ensure that teams use multiple sources of data in a systematic way, including universal screening results, progress-monitoring data, classroom assessments, and teacher observations, to guide instruction and intervention planning. PLCs will engage in more standardized data review cycles that include clearly defined steps for analyzing student performance, identifying skill deficits, grouping students for instruction, and determining appropriate instructional responses. These updated protocols support consistency across grade levels and buildings and promote more equitable and accurate identification of student needs. In addition, the district is increasing the frequency and intentional use of progress monitoring within the MTSS framework. Enhanced progress-monitoring procedures will ensure that student response to intervention is reviewed on a regular and timely basis, allowing educators to make instructional adjustments more quickly when needed. This includes more consistent scheduling of progress-monitoring checks and clearer expectations for how data is documented, reviewed, and acted upon. As a result of these changes, instructional decisions will be made more proactively and with greater precision. PLC teams will be better equipped to determine when interventions should be intensified, modified, continued, or faded based on student response data. This shift strengthens the district's commitment to using data not only for identification of needs, but also for ongoing instructional responsiveness. Overall, these improvements to data-based decision-making and progress monitoring procedures are intended to ensure that all students receive timely, targeted, and effective literacy support aligned to their individual learning needs.

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 Jackson County Central School Dist. (2895-01) 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	1 time per year	Digital messaging
Grade 1	1 time per year	Digital messaging
Grade 2	1 time per year	Digital messaging
Grade 3	1 time per year	Digital messaging
Grade 4	1 time per year	Digital messaging
Grade 5	1 time per year	Digital messaging
Grade 6	1 time per year	Digital messaging
Grade 7	1 time per year	Digital messaging
Grade 8	1 time per year	Digital messaging
Grade 9	1 time per year	Digital messaging
Grade 10	1 time per year	Digital messaging
Grade 11	1 time per year	Digital messaging
Grade 12	1 time per year	Digital messaging

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

Jackson County Central School Dist. (2895-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

In the 2026-27 school year, the district will strengthen parent notification and involvement within the MTSS framework to improve clarity, consistency, and family engagement in student literacy development. Families will continue to be notified when students are placed in Tier 2 or Tier 3 reading interventions. These communications will be enhanced to

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 Jackson County Central School Dist. (2895-01), 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
Other Curriculum - Logic of English	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
myView Literacy, K-5, (Minimally Aligned)	Knowledge Building	Kindergarten	90
	Knowledge Building	Grade 1	90
	Knowledge Building	Grade 2	90
	Knowledge Building	Grade 3	90
	Knowledge Building	Grade 4	90
	Knowledge Building	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: the district's process for selecting an evidence-based Tier 1 (core) literacy curriculum was led by the District Literacy Team under the direction of the Director of Curriculum, Teaching and Learning. The team conducted a structured review of five potential curriculum options. One program, Wit & Wisdom, was removed from consideration prior to full review based on feedback from other districts and educators who had implemented the program. Each remaining curriculum was evaluated using district-developed criteria aligned to the Science of Reading and district instructional priorities. The team also reviewed Minnesota Department of Education (MDE) curriculum alignment information, which indicated that the programs reviewed were minimally or partially aligned, reinforcing the need for careful internal evaluation. Curriculum options were rated by the Literacy Team based on alignment to evidence-based literacy

instruction, coherence of design, and alignment with district goals. Following this review, the team selected a top choice and implemented a district-wide pilot for grades Kindergarten through 10. During the pilot, teachers implemented the curriculum in classrooms and provided structured feedback through surveys and collaborative discussions. Feedback focused on instructional clarity, usability, student engagement, and effectiveness in supporting literacy instruction. After reviewing pilot data and staff input, the District Literacy Team recommended adoption of SAVVAS My View (K-5) and My Perspectives (6-8). This recommendation was presented to the School Board, which approved the adoption as the district's Tier 1 core literacy resource.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: The district followed a structured timeline for the selection and implementation of the Tier 1 literacy curriculum. During the summer of 2025, the District Literacy Team reviewed five different curriculum options for alignment to district priorities and the Science of Reading. Following this review, the district selected a top option for further evaluation. In fall 2025, the selected curriculum was piloted in classrooms across grades K-10. Teachers implemented the materials and provided feedback on instructional clarity, usability, student engagement, and alignment to literacy standards. This pilot feedback, combined with review data, informed the final adoption decision. In December 2025, the district formally adopted SAVVAS My View (K-5) and My Perspectives (6-8) as the Tier 1 core literacy curriculum. Implementation training began in August 2025 with initial staff learning focused on curriculum structure and instructional design. Additional implementation training was provided in January 2026 to support deeper understanding and classroom application. Further professional development is scheduled for October 2026 to continue strengthening instructional practice and supporting consistent implementation. The District Literacy Team is currently engaged in ongoing planning related to implementation fidelity checks. These discussions are focused on developing consistent processes to monitor curriculum implementation, support instructional coherence, and ensure alignment to literacy standards as the district continues into the next phase of implementation.

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 Jackson County Central School Dist. (2895-01) 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
Lexia Core 5	Tier 2	Grade 4	15
	Tier 2	Grade 5	15
Lexia PowerUp	Tier 2	Grade 6	15
	Tier 2	Grade 7	15
	Tier 2	Grade 8	15
Other Resources - FAST Interventions	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20

Continuous Improvement for Literacy Intervention Resources

Jackson County Central School Dist. (2895-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

In the 2026-27 school year, the district will implement updated literacy intervention resources in grades K-12 to strengthen alignment with evidence-based reading instruction and student skill needs within the MTSS framework. At the elementary level (K-3), Tier 2 interventions will shift to UFLI Foundations as the primary structured literacy resource. UFLI will provide explicit, systematic instruction in phonics and foundational reading skills. Instruction will be targeted based on FAST screening and progress-monitoring data to address identified gaps in early literacy development. At the secondary level (grades 4-12), Tier 2 intervention resources will include a combination of UFLI, REWARDS, and Lexia. UFLI will be used for students with foundational decoding needs, REWARDS will support multisyllabic word reading and fluency, and Lexia will provide supplemental adaptive practice in foundational skills, vocabulary, and comprehension as appropriate. Across all grade levels, intervention placement and instructional focus will be determined by student performance data from screening and progress monitoring. Staff will use these resources within a structured MTSS process to ensure interventions are matched to specific skill deficits, monitored regularly, and adjusted based on student response. These updates are designed to increase consistency of intervention delivery across the district,

strengthen alignment to the Science of Reading, and improve reading outcomes for students in grades K-12.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.
Jackson County Central School Dist. (2895-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$46,000

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

\$49,376

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.
Jackson County Central School Dist. (2895-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$44,000

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$33,000

The plan to spend down the remaining funds are as follows:
If funds remain, the district will prioritize sustaining and expanding capacity for effective literacy instruction through targeted staffing support and professional development aligned to the Science of Reading. Remaining funds may be used to support paraprofessional or substitute staffing to ensure teachers have protected time to engage in high-quality literacy training and collaboration within Professional Learning Communities (PLCs). This time will allow staff to deepen their understanding of evidence-based instructional practices and strengthen implementation of Tier 1 and Tier 2 literacy supports. In addition, remaining funds will be used to provide Science of Reading training for new staff as well as existing teachers who have not yet completed or fully engaged in prior literacy professional development. This ensures consistent foundational knowledge across staff and supports fidelity of implementation of district literacy initiatives. Overall, the plan prioritizes building staff capacity and maintaining instructional continuity so that all educators are equipped with the knowledge and time needed to effectively support student literacy growth.

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
MDE approved READ Act professional development	Read Act Literacy Aid
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Cost of substitute teachers to allow teachers to complete literacy 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.

Jackson County Central School Dist. (2895-01) 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:

06/30/2026

Synchronous professional development sessions were facilitated by:

Both

Jackson County Central School Dist. (2895-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary
- 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 supports teachers who do not meet the approved training proficiency benchmark of 80% through ongoing, job-embedded coaching and targeted professional learning. Each building has an Instructional Coach who is trained or will be trained in the Science of Reading in the upcoming school year. These coaches also receive ongoing training aligned to the district's literacy curriculum to ensure consistent support for staff. Instructional Coaches currently support non-tenured teachers and will expand support to include Special Education staff as services are redesigned, as well as any educators identified as needing additional support with Science of Reading implementation. Coaches provide individualized support through modeling, co-teaching, feedback, and follow-up professional learning to help teachers apply training in classroom practice and improve instructional effectiveness.

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:

The district is currently in the process of developing a more structured and consistent system for collecting fidelity data to ensure effective implementation of systematic, sequential, explicit, and diagnostic evidence-based literacy instruction across grades K-12. At this time, fidelity monitoring is primarily embedded within existing Professional Learning

Community (PLC) structures. PLC teams have been encouraged to conduct collaborative fidelity checks focused on curriculum implementation, instructional alignment, and the use of evidence-based literacy practices. However, participation in these initial efforts has been inconsistent, with approximately half of PLC teams completing the intended fidelity review work. In response, the district is engaging in ongoing discussions to refine and strengthen the fidelity monitoring process for the 2026-27 school year. The goal is to develop a more structured, predictable, and supportive system that reduces ambiguity and increases consistency in implementation checks across buildings and grade levels. Current considerations include establishing a more defined schedule for fidelity checks, clarifying expectations for what data will be collected, and providing clearer tools or rubrics to guide observations of instructional practices. The district is also exploring ways to integrate fidelity checks into existing routines, such as PLC meetings and instructional coaching cycles, in order to make the process more sustainable and less burdensome for staff. Instructional Coaches and district leaders will continue to play a key role in supporting this work by helping teams understand expectations, providing feedback on implementation, and supporting teachers in applying systematic, explicit, and diagnostic literacy instruction in classrooms. While a finalized fidelity system is still in development, the district's priority is to create a process that is consistent, transparent, and supportive, ensuring that instructional practices align with the district's literacy expectations and ultimately lead to improved student outcomes. 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 district is currently working to strengthen and systematize how coaching support and feedback are implemented in response to fidelity data to ensure effective delivery of systematic, sequential, explicit, and diagnostic evidence-based literacy instruction across grades K-12. At present, coaching support is primarily provided through building-based Instructional Coaches who work directly with teachers through modeling, co-teaching, feedback cycles, and job-embedded professional learning. Coaches also support Professional Learning Communities (PLCs) by facilitating data conversations and providing tools such as conversation protocols intended to guide analysis of student data and instructional practices. While these PLC protocols were designed to support consistent reflection on implementation fidelity and instructional decision-making, implementation has been inconsistent across buildings. Approximately half of PLC teams completed the intended protocol work, which has limited the overall consistency of coaching follow-up and feedback based on fidelity data. As a result, the district is currently reviewing and refining its coaching and feedback structures for the 2026-27 school year. The focus is on increasing clarity and consistency in expectations for PLC participation, strengthening alignment between fidelity data and coaching actions, and ensuring that coaching support is more systematically connected to observed instructional practices and student data. Future improvements under consideration include more structured coaching cycles tied directly to fidelity checks, clearer expectations for PLC completion of protocols, and more defined systems for documenting and responding to instructional needs identified through data. The district is also exploring ways to ensure accountability and follow-through so that coaching support is consistently implemented across all grade levels and buildings. Instructional Coaches will continue to serve as the primary support for teachers in implementing evidence-based literacy instruction. The district's goal is to ensure that coaching and feedback are consistently informed by fidelity data and result in meaningful improvements in instructional

practice and student literacy outcomes across all K-12 classrooms.

The following changes in instructional practices have impacted students:

The district's shift toward more systematic, sequential, explicit, and diagnostic instructional practices in literacy is beginning to demonstrate positive impacts on K-12 student outcomes. These changes are supported through the implementation of a more coherent Tier 1 core curriculum, strengthened use of data to guide instruction, and increased focus on structured literacy practices aligned to the Science of Reading. At the elementary level, early indicators show notable gains in student reading proficiency following the implementation of more explicit and structured instructional approaches. In Grade 1, Early Reading proficiency increased from 22% to 42%. In Grade 2, CBM Reading proficiency increased from 41.5% to 60.8%. These increases suggest that more systematic and explicit instruction in foundational literacy skills is improving students' ability to master early reading concepts. Across K-8, the district has implemented a more cohesive knowledge-building curriculum designed to strengthen comprehension, vocabulary, and background knowledge development. While full longitudinal data is still emerging, early benchmarking results indicate positive momentum in student growth, and the district anticipates continued gains in spring benchmarking data as implementation matures. Instructional shifts toward explicit teaching, structured skill progression, and diagnostic use of assessment data have supported teachers in more effectively identifying student needs and providing targeted instruction. Teachers are increasingly using screening and progress-monitoring data to adjust instruction and group students based on specific skill deficits, which is improving the precision of interventions and core instruction. While longer-term trend data is still being collected, early outcome measures demonstrate that these instructional changes are contributing to improved student achievement in foundational reading skills. The district will continue to monitor benchmark and progress-monitoring data to evaluate the sustained impact of these practices and guide ongoing instructional improvement across all grade levels.

Jackson County Central School Dist. (2895-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district is continuing to implement culturally responsive practices as part of its broader commitment to equitable and effective literacy instruction for all students. This work is embedded within ongoing professional learning, curriculum implementation, and leadership development focused on ensuring that instructional practices reflect and respond to the cultural and linguistic diversity of students. Staff have received ongoing training on culturally responsive practices, with an emphasis on building inclusive classroom environments, strengthening student engagement, and ensuring that instructional materials and approaches reflect diverse perspectives and experiences. These practices are being integrated alongside the district's literacy initiatives to support deeper student understanding and connection to learning. The Director of Curriculum, Teaching and Learning continues to engage in professional development focused on culturally responsive instruction and equity-based literacy practices. This ongoing learning is used to guide district-level planning and support the implementation of culturally responsive strategies across buildings. To support teachers, the district is working to embed culturally responsive literacy practices within existing curriculum implementation and instructional coaching structures. Instructional Coaches provide job-embedded support to help teachers incorporate culturally responsive strategies into daily instruction, including the selection of diverse texts, intentional discussion practices, and instructional approaches that value student background knowledge and lived

experiences. The district's plan moving forward includes continued professional development for staff, integration of culturally responsive practices within literacy curriculum training, and ongoing coaching support to ensure implementation in classroom instruction. This includes helping teachers intentionally connect reading content to students' cultural contexts while maintaining alignment to evidence-based literacy instruction. Overall, the district is focused on ensuring that culturally responsive practices are not treated as separate initiatives, but are integrated into core instructional practices to support student engagement, access, and achievement in literacy across all grade levels.

Jackson County Central School Dist. (2895-01) engaged with the Regional Literacy Network through the following:

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

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 continues to expand literacy-focused professional development opportunities to strengthen instruction aligned to the Minnesota ELA Standards, including reading, writing, and exchanging ideas. Recently, the district supported a team of secondary ELA teachers in attending the Secondary Literacy training hosted by the SWWC Service Cooperative. This training focused on strengthening instructional practices in literacy across content areas, with emphasis on strategies that support comprehension, academic writing, and student discourse. Moving forward, the district will continue to provide targeted professional development aligned to the three strands of the ELA Standards. Reading-focused training will emphasize structured literacy practices, close reading strategies, and vocabulary development. Writing-focused professional development will support explicit instruction in writing processes, text-based writing, and clarity of expression. Opportunities focused on exchanging ideas will emphasize academic discussion, collaborative learning structures, and evidence-based speaking and listening practices. These professional learning opportunities are designed to ensure consistent implementation of evidence-based literacy instruction across grade levels and content areas, while strengthening students' ability to read, write, and engage in academic discourse effectively.

Continuous Improvement for Professional Development Plan

Jackson County Central School Dist. (2895-01) will make the following changes to the professional development plan for the 2026-27 school year:

In the 2026-27 school year, the district will refine and expand its professional development plan to strengthen alignment with evidence-based literacy instruction and improve implementation fidelity across all grade levels. A key change will be increased participation in Compass pathways professional learning. The district is currently identifying and assigning staff to specific pathways based on role, instructional need, and prior training. This targeted approach is intended to ensure that staff receive professional development that is directly aligned to their responsibilities within the literacy system and supports consistent implementation of instructional practices across K-12 classrooms. In addition, the district will provide re-training on multiple literacy curriculum resources to support implementation fidelity. This includes ensuring that staff have a consistent understanding of instructional routines, lesson structure, and

evidence-based practices embedded within the adopted literacy curriculum. The goal of this re-training is to strengthen consistency of instruction across classrooms and ensure that curriculum is implemented as intended. Overall, the 2026-27 professional development plan shifts toward more intentional, role-specific learning pathways and sustained support for curriculum implementation. These changes are designed to improve instructional coherence, increase fidelity of literacy instruction, and ultimately support stronger student outcomes in reading and literacy across all grade levels.

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)	7	6	1	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	22	22	0	0
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	5	4	1	0
K-3 Classroom teachers	15	14	1	0
K-12 Teachers holding English as a second language licenses	0	1	0	0
K-12 Reading Intervention Teachers	4	3	1	0
K-12 Special Education educators responsible for foundational reading instruction	13	12	1	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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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	12	0	0	12
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	0	0	0	0
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).

28

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.

Jackson County Central School Dist. (2895-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Jackson County Central School Dist. (2895-01) has participated in MDE MnMTSS professional learning:

Yes

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

Jackson County Central School Dist. (2895-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

In the 2026-27 school year, the district will continue strengthening its Multi-Tiered System of Supports (MTSS) by shifting focus from system development to consistent, high-fidelity implementation of evidence-based practices. Under the current MTSS grant, the district has established foundational systems for screening, intervention, and data use. The next phase of implementation will emphasize ensuring these systems are used effectively and consistently across all grade levels. This includes strengthening the use of evidence-based instructional practices and interventions within Tier 1, Tier 2, and Tier 3 supports. A key focus will be improving the appropriate use of assessment data, including universal screening and progress monitoring tools, to more accurately identify student needs and guide instructional decisions. Staff will receive continued training on how to interpret data and use it to make timely, targeted instructional adjustments for all students. The district will also increase emphasis on consistent progress monitoring practices to ensure that student response to intervention is reviewed regularly and used to inform decisions about continuation, modification, or intensification of supports. Ongoing professional development will support staff in making data-based instructional decisions within PLCs and intervention teams, with an emphasis on aligning instruction and intervention to student skill deficits. The district will continue refining MTSS structures to ensure that systems already in place are implemented with fidelity and result in improved student outcomes in literacy and beyond.

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.

Jackson County Central School Dist. (2895-01) does not include a DLI Program