

Minnesota READ Act Literacy Plan

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

For

Jackson County Central School District (2895-01)

Date Submitted to the State 05/23/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Jackson County Central School District (2895-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12](https://www.revisor.mn.gov/statutes/cite/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 District (2895-01)'s literacy goal(s) for the 2024-25 school year:

1. Begin training of Phase 1 staff in Structured Literacy (LETRS or CORE) during the 2024-25 school year.
2. Conduct a curriculum review of the K-12 reading curriculum for potential purchase in the 25-26 school year.

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

All Phase 1 staff, including new hires, received training in either LETRS or OL&LA during the 2024-25 school year. Requests have been submitted to the Minnesota Department of Education (MDE) for additional Phase 1 staff training in the 2025-26 school year. The Director of Curriculum, Teaching, and Learning led the formation of a new District Literacy Team. The team's initial focus is to evaluate potential curricula, with the goal of piloting a selected program in Fall 2025 and conducting full implementation training by Fall 2026.

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

Only 54% of students in grades 6-9 are performing at grade level based on i-Ready assessment results. Additionally, just 46.59% of students in grades 3-10 demonstrated proficiency on the 2025 MCA Reading assessment.

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

1. Continue training for Phase 1 staff. Paraprofessionals and new Phase 1 staff will receive training during the 2025-26 school year, and Phase 2 staff will be registered for training during the same period.
2. Pilot a new K-12 Reading and ELA curriculum and provide staff training in preparation for full implementation.
3. Implement vocabulary development and informational text strategies across all content areas.

Jackson County Central School District (2895-01)'s 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.

The table below details the screening tool used by Jackson County Central School District (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:

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)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Jackson County Central School District (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	73	55	75	48	77	34
Grade 1	84	24	82	27	85	32
Grade 2	59	31	61	41	62	35
Grade 3	85	45	88	42	85	40

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 Jackson County Central School District (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 District (2895-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

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	75	34
Grade 1	82	24
Grade 2	0	CTSTR
Grade 3	0	CTSTR

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 Jackson County Central School District (2895-01) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	FAST aReading and AUTOREading	FAST Bridge	Vendor Benchmark
Grade 5	FAST aReading and AUTOREading	FAST Bridge	Vendor Benchmark
Grade 6	iReady	Curriculum Associates LLC	Vendor Benchmark
Grade 7	iReady	Curriculum Associates LLC	Vendor Benchmark
Grade 8	iReady	Curriculum Associates LLC	Vendor Benchmark
Grade 9	iReady	Curriculum Associates LLC	Vendor Benchmark
Grade 10	iReady	Curriculum Associates LLC	Vendor Benchmark
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Jackson County Central School District (2895-01) to determine which students in grades 4-12 are not reading at grade level:

Fourth and fifth grades will continue to use the FAST aReading and AUTOREading assessments. For grades 6-9, students' performance will be evaluated using their prior year MCA and i-Ready scores to determine if they are meeting grade-level expectations. Grade 10 placement will be based on the spring i-Ready Reading score. Grade 11 placement will be determined by the Grade 10 MCA Reading score. Grade 12 placement will be based on either the ACT or ASVAB Reading score.

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 are not reading at grade level, as determined by the screeners mentioned above, will be assessed using the Capti ReadBasix in the winter.

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

The following table displays the number of students in Jackson County Central School District (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. (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	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

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 Jackson County Central School District (2895-01) notify parents or guardians when children are identified as not reading at grade level?

No

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.

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

FAST, i-Ready, and MCA scores will be stored in EduClimber, the district's data warehouse. PLC teams will utilize EduClimber to support data-driven decision-making during their collaborative time. Teachers will have access to their students' assessment data within the platform. Additionally, benchmark data and cohort trend analyses will be shared with PLCs to provide a broader perspective on instructional needs and guide necessary adjustments.

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

First, we are working to adopt a research- and evidence-based K-12 Reading and English Language Arts (ELA) curriculum to strengthen instruction across all grade levels. Second, we plan to implement curriculum and literacy walk-throughs to ensure that teachers are using the district-approved curriculum and consistently applying best practices aligned with the Science of Reading.

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

To identify students who are not reading at grade level, our district uses a variety of data sources and methods, including universal screening assessments, diagnostic tests, teacher observations, and student work samples. Placement into Tier 2 and Tier 3 interventions is guided by defined criteria: students performing below the 20th percentile on benchmark assessments are typically placed in Tier 2, while those who do not respond adequately to Tier 2 support and exhibit significant reading difficulties are placed in Tier 3. Intervention fidelity is monitored through regular classroom observations and consistent adherence to established intervention protocols. Progress monitoring is conducted weekly for both Tier 2 and Tier 3 using curriculum-based measures to track student growth. Students exit the intervention when they meet grade-level benchmarks and demonstrate sustained progress across multiple assessment periods.

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

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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:

To identify students not reading at grade level, our district employs a variety of data sources and methods, including universal screening assessments, diagnostic tests, teacher observations, and student work samples. Entry into Tier 2 and Tier 3 interventions is based on specific criteria: students performing below the 20th percentile on benchmark assessments typically enter Tier 2, while those that have not responded to Tier 2 intervention and with significant reading difficulties enter Tier 3.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: Fidelity of intervention is monitored through regular classroom observations and adherence to intervention protocols. Progress monitoring occurs weekly for Tier 2 and Tier 3, using curriculum-based measures to track student progress. Criteria for exiting interventions include meeting grade-level benchmarks and demonstrating sustained progress over multiple assessment periods.

Does Jackson County Central School District (2895-01) 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

Continuous Improvement for Data-Based Decision Making for Action

Jackson County Central School District (2895-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Data will be used more intentionally across the district to guide instruction. The implementation of a new data warehouse will empower teachers to make informed, data-driven decisions in their classrooms. Additionally, PLCs will regularly review data and respond with targeted instructional adjustments based on their analysis.

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.

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

Yes

The MnMTSS framework is being utilized:

Yes

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

Yes

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

Jackson County Central School District (2895-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

During the 2025-26 school year, we will enhance Tier 1 instruction by introducing a new Knowledge Building Curriculum and revamping our PLC process to emphasize stronger standards alignment and data-driven decision-making.

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 Jackson County Central School District (2895-01), 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	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
	· Teacher Curated	Comprehensive	60
	· Heggerty	Foundational	15
Grade 1	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
	· Heggerty	Foundational	15
	· Teacher Curated	Comprehensive	60
Grade 2	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	60
	· Teacher Curated	Comprehensive	60
Grade 3	· Teacher Curated	Comprehensive	60
	· Logic of English	Foundational	30
Grade 4	· Teacher Curated	Comprehensive	60
	· Logic of English	Foundational	30
Grade 5	· Teacher Curated	Comprehensive	60
	· Logic of English	Foundational	30

Continuous Improvement for Core Reading Instruction and Curricula

Jackson County Central School District (2895-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We are adding a comprehensive Knowledge Building curriculum as the core instructional framework.

Teacher-curated resources will be limited to supplemental materials that align closely with the curriculum's goals and standards, ensuring consistency and focus in instruction.

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 Jackson County Central School District (2895-01) 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	FAST Bridge Interventions	Teacher Curated
Grade 1	FAST Bridge Interventions	Teacher Curated
Grade 2	FAST Bridge Interventions	Teacher Curated
Grade 3	FAST Bridge Interventions	Teacher Curated
Grade 4	FAST Bridge Interventions	Teacher Curated
Grade 5	FAST Bridge Interventions	Teacher Curated
Grade 6	Teacher Curated	Teacher Curated
Grade 7	Teacher Curated	Teacher Curated
Grade 8	Teacher Curated	Teacher Curated
Grade 9	Teacher Curated	Teacher Curated
Grade 10	Teacher Curated	Teacher Curated
Grade 11	Teacher Curated	Teacher Curated
Grade 12	Teacher Curated	Teacher Curated

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.

Jackson County Central School District (2895-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/05/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Trainee

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:

Instructional Coaches will provide ongoing, targeted support to teachers through regular coaching sessions focused specifically on enhancing Reading instruction. This collaboration will include modeling best practices, offering feedback, and helping teachers implement evidence-based strategies to improve student literacy outcomes.

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:

District administration will implement walk-throughs in all Reading classrooms. These walk-through protocols were developed by our District Director of Curriculum, Teaching, and Learning, grounded in Science of Reading training. The observations will focus on key areas including Comprehension—specifically Knowledge, Vocabulary, Sentences, Reasoning, and Mental Models—and Word Recognition, which encompasses sounds, letters, and words.

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:

Instructional Coaches will provide regular, targeted support to teachers focused on improving Reading instruction. This support will include personalized coaching sessions, modeling effective teaching strategies, offering constructive feedback, and collaborating to address individual teacher needs. The goal is to strengthen instructional practices, ensure fidelity to curriculum, and ultimately improve student literacy outcomes.

The following changes in instructional practices have impacted students :

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The majority of our K&"5 teachers will complete their training by May 2025. We expect to see the impact of changes in instructional practices by May 2026. Additional Phase 1 teachers and paraprofessionals will receive training during the 2025&"26 school year.

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

Each year, our District Director of Curriculum, Teaching, and Learning provides professional development focused on culturally responsive practices. Additionally, as we finalize our selection of a Knowledge Building Curriculum, one key criterion is the incorporation of culturally responsive practices to ensure that all students have access to high-quality materials and instruction.

Jackson County Central School District (2895-01) 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):

Our Director of Curriculum, Teaching, and Learning is offering two days of summer professional development focused on aligning instruction and materials with the 2020 ELA standards. She has also curated a Flexible Professional Development track for teachers that includes Minnesota Department of Education Academic Standards videos on ELA implementation. During the 2025&"26 school year, teachers will have the option to complete these trainings over two designated days. Additionally, the district will continue training Phase 1 teachers and paraprofessionals while preparing Phase 2 educators for upcoming sessions. Professional development will also cover MTSS implementation and the new Knowledge Building curriculum.

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	6	5	0	1
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	15	7	5	3
Grades 4-5 (or 6) Classroom Educators (as determined by district)	10	1	8	1
K-12 Reading Interventionists	4	3	1	0
K-12 Special Education Educators responsible for reading instruction	15	3	11	1
PreK through grade 5 Curriculum Directors	1	0	1	0
PreK through grade 5 Instructional Support Staff who provide reading support	35	0	0	35

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	13	1	8	4
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	10	0	0	10
Grades 6-12 Curriculum Directors	1	0	1	0
Employees who select literacy instructional materials for Grades 6-12	8	2	4	2

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Jackson County Central School District (2895-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$46,000.00

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

\$37,441.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Contracting or employing a District Literacy Lead

READ Act Literacy Aid

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

Jackson County Central School District (2895-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$44,000.00

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

- Cost of substitute teachers to allow teachers to complete literacy professional development

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

\$42000

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

We had originally planned to provide training for paraprofessionals during the 2024-25 school year. However, due to the absence of clear training guidelines and resources specifically tailored for paraprofessionals, we have postponed this training to the 2025-26 school year. This delay will allow us to collaborate with experts and ensure that the training content is both relevant and effective in supporting paraprofessionals' roles in the classroom. Our goal is to equip paraprofessionals with the necessary skills and knowledge to contribute meaningfully to student learning and to align their practices with district instructional priorities.