Minnesota READ Act Literacy Plan

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

For

Fulda Public School District (0505-01)

Date Submitted to the State 06/02/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Fulda Public School District (0505-01). 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

Fulda Public School District (0505-01)'s literacy goal(s) for the 2025-26 school year:
1. Implement new ELA core curriculum with support from the SWWC education consultant & company trainers. 2. Increase use of formative assessment data to inform classroom instruction. 3. Work toward goal of ensuring every student is reading at grade level beginning in kindergarten.

The following was implemented or changed to make progress towards the goal(s):
Goal #1 1. New K-6 ELA curriculum was chosen in the spring of 2025 through a selection process facilitated by the District Literacy Lead. Interventionists and special education teachers participated in the process. 2. On-site live training was provided by the company. Teachers were provided with compensated time in the summer to prepare the new curriculum. 3. A supplementary program ('Coachly') was purchased by the district, which allowed teachers to get their specific questions answered by one of the program's curriculum specialists throughout the year. Teachers also participated in targeted PLCs with the virtual Coachly curriculum coach throughout the year. 4. The District Literacy Lead conducted classroom walk-throughs & provided specific feedback using the checklist provided by the ELA curriculum. Goal #2 1. Formative Assessments are built into the new ELA curriculum. As a school, we are still collectively working on utilizing formative assessments to their full potential - to drive instruction, rather than for a grade. Teachers continue to learn to look at formative assessments through the lens of learning, and the value of shorter assignments that require deeper thinking, writing, and/or collaboration, rather than a worksheet. 2. The new curriculum does not use traditional spelling instruction or weekly spelling tests. Instead, it takes a science-of-reading, evidence-based approach to word study, including formative assessment throughout the week. This is a transition for many teachers, and we continue to revisit the "why" and 'learning vs. grading'. Goal #3: ELA standards have been unpacked, a new curriculum has been purchased for K-6, and instructional practices are more intentional.

The following describes how Fulda Public School District (0505-01)'s current student performance differs from the literacy goal detailed in the READ Act:
MCA-III Rdg. proficient scores 2025: Gr. 3: 51.6% (- 8.4%), still significantly higher than 2021-23. Gr. 4: 60.9% (+19%) Gr. 5: 65.5% (+15.5%) Gr. 6: 56% (+19%) Gr.: 26.7% (-21.3%) Gr. 8: 43.5% (+3.5%) Gr.10: 47.6% (-4%) FastBridge Spring 2026 Scores Meets Benchmark: K early rdg.=89% Gr. 1 early rdg.=79% Gr. 2 CBM-R=75% Gr. 3 CBM-R=65%

Fulda Public School District (0505-01)'s literacy goal(s) for the 2026-27 school year:

1. Proceed with Year 2 Implementation goals for the elementary ELA curriculum (continue DLL walk-throughs with feedback using the checklist; focus on using formative assessment, student self-assessment, & peer feedback to drive instruction -including curriculum rubrics & sentence frames); differentiation strategies based on formative assessment; implement curriculum-based writing with intentionality, including longer writing projects & quick writes. 2. Implement READ Act interventions in the secondary building, including Tier 1 interventions in ELA classrooms. 3. Implement a content area vocabulary routine in grades 7-12.

The Local Literacy Lead, Tricia J Christopher, for Fulda Public School District (0505-01) has an FTE of .13

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The District Literacy Lead regularly engages with the elementary principal to plan professional development, plan targeted PLC topics around instructional needs, discuss ELA walk-through and curriculum implementation data, and analyze FastBridge screening data & MCA data. The Literacy Lead also meets with the onsite curriculum 'Coachly' liaison to discuss feedback from teachers and plan for future Coachly PLC sessions. This year, the DLL increased time spent in the secondary building and met with the secondary principal/superintendent to discuss curriculum and develop an action plan for READ Act Phase II.

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

Fulda Public School District (0505-01) Local Literacy Plan is posted on the district website at
https://www.fps.mntm.org/page/public-notices

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.

Fulda Public School District (0505-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Fulda Public School District (0505-01) 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	Vendor Composites using vendor benchmarks	UFLI placement test for students receiving intervention in phonics & phonemic awareness
	Grade 1	Vendor Composites using vendor benchmarks	UFLI placement test for students receiving intervention in phonics & phonemic awareness
	Grade 2	Vendor Composites using vendor benchmarks	UFLI placement test for students receiving intervention in phonics & phonemic awareness
	Grade 3	Vendor Composites using vendor benchmarks	UFLI placement test for students receiving intervention in phonics & phonemic awareness

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

No

Continuous Improvement for Screening Tools Used in Grades K-3

Fulda Public School District (0505-01) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Fulda Public School District (0505-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Addition of Oral Language Screening as required by the Minnesota READ Act.

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 Fulda Public School District (0505-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark

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

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

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

- Sentence Processing
- Reading Comprehension

Fulda Public School District (0505-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Fulda Public School District (0505-01) 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	18	14	19	16	18	16
1st	14	9	14	11	14	11
2nd	15	11	16	12	16	12
3rd	23	16	22	17	23	15

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 Fulda Public School District (0505-01) 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.

Fulda Public School District (0505-01) uses the following criteria to identify students 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	18	3
1st	14	3
2nd	17	1
3rd	23	5

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

Fulda Public School District (0505-01) 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

Fulda Public School District (0505-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

Undecided. Considering whether to use the MDE Composites.

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Fulda Public School District (0505-01) 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	29	29	6	CTSTR	CTSTR	0
5th	26	26	6	CTSTR	CTSTR	0
6th	30	30	8	CTSTR	CTSTR	0
7th	25	0	25	19	19	0
8th	23	0	23	8	8	0
9th	23	0	23	3	3	0
10th	28	0	26	8	8	2
11th	15	0	15	6	6	0
12th	27	0	11	3	3	16

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

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.

Fulda Public School District (0505-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Elementary K-6: Students are screened 3 times per year using FastBridge assessments. Capti was administered to students in grades 4-6 once in 2025-26. As screening data indicates necessary, a phonics & phonemic awareness diagnostic is administered to select students. Grade-level data meetings are held after each screening period, facilitated by the District Literacy Lead with the interventionists in attendance. Interventions are matched to student needs utilizing the screening & diagnostic data. Progress monitoring tools & goals (FastBridge & skill-based) are assigned to measure the success of the intervention. Progress monitoring meetings take place after 6 weeks of intervention to examine FastBridge and skill-based data & determine next steps. Secondary: The secondary is just beginning this process. All students in grades 7-12 were screened once with Capti in 2025-26, and the ELA teachers participated in 3 sessions of Capti PD. Preliminary discussions around Tiered interventions & assessment protocols continue to take place in order to plan for student needs in 2026-27. Initial Capti data indicated a need to strengthen Tier 1 instruction, especially in the area of vocabulary & multisyllabic word reading, which will be a focus.

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

Elementary: The elementary adopted and implemented a new comprehensive ELA curriculum in 2025-26. The District Literacy Lead assisted in implementing the curriculum by conducting fidelity-checklist walk-throughs with feedback multiple times during the year. The DLL also sent out information to teachers from the curriculum's platform to increase their knowledge and understanding of the various components. The school contracted with the vendor for a virtual coaching program to provide customized support for teachers. The curriculum provides instructional practices and materials for differentiation, including EL resources. The staff used these resources as they became familiar with the core curriculum this year. Utilizing differentiation resources with intentionality will be a focus in 2026-27. Secondary: Fidelity of the content area-wide vocabulary routine will be monitored. The ELA small group/whole group multisyllabic word reading intervention will be monitored for fidelity by collecting both teacher-facing and student-facing data.

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

Elementary: Tier 2 interventions are provided by the Title 1 teacher or the ADSIS teacher. Generally, the Title 1 teacher provides more intensive interventions for non-special education students, as determined by screener and diagnostic assessment results. The ADSIS teacher provides intervention to students who were closer to meeting the benchmark. Students who are below the benchmark on the FastBridge earlyReading Composite in grades K-1 receive a diagnostic assessment that places them in an appropriate intervention. Students in grades 2 & 3 who score below the FastBridge benchmark on CBM-R or have a below-95 % accuracy rate are administered a diagnostic assessment that places them in an appropriate intervention. Students in grades 4-6 who do not meet benchmark on aReading are administered the Capti assessment and possibly a follow-up phonics/phonemic awareness diagnostic as indicated to place them in the correct tiered intervention. Tier 3 interventions are provided by the special education teacher (students with an IEP) or

the Title 1 teacher. Students who are in the high risk category are prioritized by the pull-out Title 1 and ADSIS teachers. Group sizes are kept to 6 or less. Students with more intensive needs are in smaller groups. Classroom teachers provide small group intervention to "some risk" students who do not fit into Title 1 or ADSIS groups. Secondary: Students requiring intensive intervention in Word Recognition & Decoding and/or Reading Efficiency will receive priority for Tier 2 or Tier 3 services, as indicated by Capti results. Vocabulary will be addressed at the Tier 1 level in ELA classes.
Progress monitoring data collection for students in Tier 2 occurs:
Once a week
Progress monitoring data collection for students in Tier 3 occurs:
Once a week
The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:
Elementary: Collect at least 6 FastBridge data points before making any high-stakes decisions about interventions. Regularly and systematically collect formative assessment data (skill-based) from the intervention program in use and compare to FastBridge progress monitoring data. Take into account student absences, tardiness, engagement issues, etc. & make a plan to intervene before moving to academic intervention intensification. Review progress-monitoring data 6 weeks after the screening period. Fidelity data will be collected before week 6. 9-12 data points are necessary for decisions around special education. Secondary will utilize Capti for progress monitoring every 6-8 weeks.
Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:
Elementary: After a minimum of 6-8 FastBridge data points, if a student has 3-5 consecutive data points above the aimline, with at least one data point being at or above the next benchmark, a Tier 3 student may move to Tier 2 interventions. Intervention program skill-check (mastery) data will also be considered. A Tier 2 pull-out student may move to a classroom-based small-group intervention under the same circumstances. Considerations taken into account when considering exit include: meeting the FastBridge screening benchmark (early rdg. K-1; CBM-R 2-3; aRdg.4-6); Meeting the progress monitoring goal; showing mastery of the intervention content; performance on the Capti assessment (4-6); classroom assessments. Secondary: Capti progress-monitoring and screening results will be factors in changing intervention tiers and in exiting interventions.

Continuous Improvement for Data-Based Decision Making for Action

Fulda Public School District (0505-01) 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 elementary will put a more structured intensification and modification protocol in place for progress monitoring meetings. This will include intentional collection and recording of intervention mastery data as well as the review of attendance data. Fidelity data will be collected and reviewed during the first 2-6 weeks of the start of an intervention. Specific criteria will be put into place for moving between intervention tiers and exiting intervention. Secondary: The secondary will implement Capti as a progress monitoring tool.

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 Fulda Public School District (0505-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Letter sent home with student
Grade 1	3 times per year	Letter sent home with student
Grade 2	3 times per year	Letter sent home with student
Grade 3	3 times per year	Letter sent home with student
Grade 4	3 times per year	Letter sent home with student
Grade 5	3 times per year	Letter sent home with student
Grade 6	3 times per year	Letter sent home with student

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

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) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Fulda Public School District (0505-01), 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 - HMH Into Reading, 2025 Copyright	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:
The District Literacy Lead led the staff through a curriculum selection process during the 2024-2025 school year. Curriculum was implemented in 2025-2026.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:
Curriculum was selected in the spring of 2025. Training was provided by the company on-site in July of 2025. Ongoing coaching was provided by the curriculum company during PLC time through their online 'Coachly' program. The District Literacy Lead provided professional development around the ELA Standards in August of 2025. The DLL conducted fidelity check walk-throughs and met with teachers to provide feedback during the 2025-2026 school year. Standards-alignment work will continue during the 2026-2027 school year.

10. Literacy Interventions Resources

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

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Fulda Public School District (0505-01) 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
UFLI	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
Other Resources - HMH Into Reading Intervention Resources	Tier 2	Kindergarten	30
	Tier 2	Grade 1	30
	Tier 2	Grade 2	30
	Tier 2	Grade 3	30
	Tier 2	Grade 4	30
Other Resources - Word Connections	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
	Tier 2	Grade 6	20

Continuous Improvement for Litearcy Intervention Resources

Fulda Public School District (0505-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

The district is considering purchasing REWARDS for multisyllabic word intervention for grades 4-12. The district is considering purchasing Phonics for Reading for phonics and phonemic awareness intervention for grades 4+.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Fulda Public School District (0505-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$17,384

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

$18,319

READ Act Literacy Aid

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

Fulda Public School District (0505-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$14,538

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

$22,311

The plan to spend down the remaining funds are as follows:

Teacher stipends for Phase II training; Intervention Materials; Approved Literacy Screeners

Literacy Aid Fund Usage

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

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Literacy Aid Funds

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Fulda Public School District (0505-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

01/31/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Fulda Public School District (0505-01) is using the following approved Phase 2 professional development program(s):

- STRIVE Science of Reading

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Fulda has no teachers who scored below 80%. If there are any teachers in the future who score below 80%, the DLL will provide classroom-embedded support.

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 Literacy Lead conducts literacy walk-throughs several times per year and provides feedback to K-6 teachers. A walk-through form from the ELA curriculum company is utilized. Teachers also provide feedback to the DLL, expressing what is going well in their classrooms and reflecting on what areas of literacy instruction are areas for growth. The DLL then designs professional development around the data collected from walk-throughs and staff feedback. In 2026-2027 these types of walk-throughs will be expanded to ELA classrooms in grades 7-12 utilizing a walk-through form appropriate for the age group & curricula.

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 Literacy Lead meets with each teacher 1:1 after completing a walk-through. The DLL provides coaching support and feedback to teachers in grades K-6 several times per year. This will be expanded to grades 7-12 in 2026-2027.

The following changes in instructional practices have impacted students:

Kindergarten early reading meeting benchmark scores have increased as follows: Spring 2024 = 65% Spring 2025= 73% Spring 2026= 89% First grade early reading meeting benchmark scores have increased as follows: Spring 2024 = 67% Spring 2025 = 79% Spring 2026 = 79% Fulda Elementary's (grades 3-6) MCA Reading proficient scores have increased as follows: Spring 2024 = 49.1% Spring 2025 = 58.3%

Fulda Public School District (0505-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The school was identified for EL achievement in reading on the MCA in 2023-2024. District cultural competency training in 2023-2024. Support was provided by the COMPASS School Advocate in 2024-2025. Tier 1 instruction was the focus. When selecting a new ELA curriculum, the elementary school focused on multilingual resources & evidence-based practices.

Fulda Public School District (0505-01) 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 contracted District Literacy Lead from SWWC will provide professional development in aligning the Minnesota ELA Standards to curricula. The DLL will provide professional development to teachers in grades 7-12 on evidence-based content-area vocabulary instruction, including morphology. The DLL will provide professional development and coaching to the 7-12 ELA teachers on the topic of multisyllabic word reading interventions and evidence-based fluency instruction.

Continuous Improvement for Professional Development Plan

Fulda Public School District (0505-01) will make the following changes to the professional development plan for the 2026-27 school year:

Elementary ELA teachers will be paid a stipend for 1 day of summer work for ELA curriculum planning.

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)	4	3	0	1
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	21	0	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	3	3	0	0
K-3 Classroom teachers	4	4	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	5	5	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	2	0	2	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	1	1	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	6	0	0	0

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

20

The PSLT was provided by:

Regional Literacy Network

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions. Minn. Stat.120B.12, subd. 4a (2025). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Fulda Public School District (0505-01) is implementing a multi-tiered system of support framework:

No

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.

Fulda Public School District (0505-01) does not include a DLI Program