

Minnesota READ Act Literacy Plan for 2024-25

For

Chisago Lakes School District (2144-01)

Date Submitted to the State 06/10/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Chisago Lakes School District (2144-01). 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

Chisago Lakes School District (2144-01)'s literacy goal(s) for the 2024-25 school year:

K-2: 85% students would meet the Functional Phonics completion goal line at their grade level with 80% proficiency. • 3-5: 75% of students in grades 3-5 will meet or exceed the individual growth target on aReading

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

Our K-5 literacy coach supported teachers at increasing their pacing with Functional Phonics for grades K-2. She always implemented coaching cycles with the teachers to help meet the 80% proficiency target. In grades 3-5, we implemented a more explicit morphology curriculum. Our K-5 literacy coach supported teachers with the implementation. She also held individual and team coaching cycles to support teachers with their literacy instructional blocks. They set goals for each grade level to help us meet the overall district literacy goal.

The following describes how Chisago Lakes School District (2144-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The Read Act goal states: "The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency." Right now we do not have every student reading at grade level.

Chisago Lakes School District (2144-01)'s literacy goal(s) for the 2025-26 school year:

K-2: 85% students would meet the Functional Phonics completion goal line at their grade level with 80% proficiency. • 3-5: 75% of students in grades 3-5 will meet or exceed the individual growth target on aReading

Chisago Lakes School District (2144-01)'s Local Literacy Plan is posted on the district website at:

<https://www.isd2144.org/about-us/departments/teaching-and-learning/read-well-plan>

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 Chisago Lakes School District (2144-01) 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 Chisago Lakes School District (2144-01) 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	207	128	209	114	209	117
Grade 1	236	101	237	106	239	109
Grade 2	260	123	261	130	260	136
Grade 3	252	137	254	142	251	140

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 Chisago Lakes School District (2144-01) 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.

Chisago Lakes School District (2144-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	209	24
Grade 1	239	55
Grade 2	261	57
Grade 3	254	45

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 Chisago Lakes School District (2144-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

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

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

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 Chisago Lakes School District (2144-01) to determine which students in grades 4-12 are not reading at grade level:

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

Step 0: Determine who is at risk. At-risk students include: Students with IEPs. Students receiving academic intervention. Students who were below grade-level expectations on their most recent MCA AND on their most recent FastBridge assessment. Students receiving behavior intervention may be screened with FastTrack

Reading. Step 1: Screen at-risk 9-12 grade students in fall, winter*, and spring using the FastTrack Reading. When determining which students are at risk, professional discretion may be used when data is not convergent. Twelfth graders are only required to test in the fall. Reading Only - Determine (using Option A or B) which students are below grade level after fall** screening; Option A - All students who are below target on both aReading and MCA move to Step 2 Option B - Students who are below target on both aReading and MCA can take the CBMreading 8th grade passages as a third measure. If they score below grade-level target (150) or less than 95% accuracy, they move to Step 2 Step 2: Screen students who are below grade level based on screening results in Step 1, using Capti ReadBasix (MDE approved dyslexia screener) Step 0 only applies to grades 9-12.

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

The following table displays the number of students in Chisago Lakes School District (2144-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Chisago Lakes School District (2144-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	1 time per year
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	Yes	1 time per year
Grade 10	Yes	1 time per year
Grade 11	Yes	1 time per year
Grade 12	Yes	1 time per year

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

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener

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

- Family engagement nights
- Parent teacher conferences
- School events

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Continuous Improvement for Parent Notification

Chisago Lakes School District (2144-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

Increase the frequency at the secondary level and include parent strategies to help their child at the elementary level.

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.

Chisago Lakes School District (2144-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

We implement the Minnesota Multi-Tiered System of Supports (MnMTSS). Tier I - The District MTSS team ensures that all students first have access to quality core academic instruction in reading. Screening systems are in place to evaluate the effectiveness of the universal, core (tier 1) instruction and programming. Data are reviewed on a regular basis by Grade Level Teams to evaluate the effectiveness of the core curriculum and to identify students who are not making adequate progress in response to core instruction alone. Students who are identified as not making adequate progress in the core would be referred to problem solving teams. Tier II - Through the MTSS structure, we provide these students with access to supplemental supports in reading. Students in need of targeted (Tier 2) supports are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. ADSIS supports compliment the MTSS framework within the targeted level of support (Tier 2) in that they are part of a continuum of services that aim to build skills in academics and behavior in a variety of ways with varying levels of intensity. Students receiving support at this level have their progress monitored to determine if a) adequate progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention. Tier III - Students in need of intensive (Tier 3) support are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. ADSIS supports at the Tier 3 level complement the other initiatives and structures within the Tier 2 level of support in that they are part of a continuum of services that aim to build skills in academics and behavior with increased intensity, including small group or individualized instruction. Students receiving support at this level have their progress monitored to determine if a) adequate progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention or referral for a special education evaluation. Data are reviewed on a regular basis by Grade Level Teams to evaluate the effectiveness of the core curriculum and to identify students who are not making adequate progress in response to core instruction alone. Students who are identified as not making adequate progress in the core would be referred to problem solving teams. Multiple data are analyzed and if necessary, additional diagnostic assessments may be administered. The team determine which evidence-based literacy intervention would best meet the student's needs. Depending on the intervention chosen, progress monitoring occurs either weekly or bi-weekly. Progress monitoring data is reviewed by the grade level team to discuss if instruction needs to be intensified or modified. The team also determines if a student should be exited from intervention. Specific exit criteria for academic interventions is

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outlined in the district's MTSS guidance. In general, individual student progress is measured relative to a grade level target. Exit from intervention would be considered when there are 3-5 data points ab

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

We do fidelity checks on Tier 1 instruction 3 times a year during a fall, winter, and spring window for grades K-5.

Whenever we adopt a new reading curriculum, we follow this same process.

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

Tier II - Through the MTSS structure, we provide these students with access to supplemental supports in reading. Students in need of targeted (Tier 2) supports are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. ADSIS supports compliment the MTSS framework within the targeted level of support (Tier 2) in that they are part of a continuum of services that aim to build skills in academics and behavior in a variety of ways with varying levels of intensity. Students receiving support at this level have their progress monitored to determine if a) adequate progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive

Progress monitoring data collection for students in Tier 2 occurs: Other: Explain below

K-5 is weekly and 7-12 is every other week

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

K-5 is weekly and 7-12 is every other 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:

Tier II - Students receiving support at this level have their progress monitored to determine if a) adequate progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention. Tier III - Students in need of intensive (Tier 3) support are identified through data review meetings conducted by Grade Level Teams and Problem Solving Teams. ADSIS supports at the Tier 3 level complement the other initiatives and structures within the Tier 2 level of support in that they are part of a continuum of services that aim to build skills in academics and behavior with increased intensity, including small group or individualized instruction. Students receiving support at this level have their progress monitored to determine if a) adequate progress is being made and the intervention should continue, b) the student has met target and should be considered for exit, or c) the student is not making adequate progress and is need of an intervention change, including the consideration of individualized intensive intervention or referral for a special education evaluation. Data are reviewed on a regular basis by Grade Level Teams to evaluate the effectiveness of the core curriculum and to identify students who are not making adequate progress in response to core instruction alone. Students who are identified as not making

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adequate progress in the core would be referred to problem solving teams. Multiple data are analyzed and if necessary, additional diagnostic assessments may be administered. The team determine which evidence-based literacy intervention would best meet the student's needs. Depending on the intervention chosen, progress monitoring occurs either weekly or bi-weekly. Progress monitoring data is reviewed by the grade level team to discuss if instruction needs to be intensified or modified. The team also determines if a student should be exited from intervention. Specific exit criteria for academic interventions is outlined in the district's MTSS guidance.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: The team also determines if a student should be exited from intervention. Specific exit criteria for academic interventions is outlined in the district's MTSS guidance. In general, individual student progress is measured relative to a grade level target. Exit from intervention would be considered when there are 3-5 data points above the goal line.

Does Chisago Lakes School District (2144-01) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

9. Multi-tiered System of Supports (MTSS)

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

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

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat. 120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Chisago Lakes School District (2144-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Chisago Lakes School District (2144-01) has participated in MDE MnMTSS professional learning:

No

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 Chisago Lakes School District (2144-01), 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	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	50
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	50
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	50
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	50
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	50
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	50
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	50
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	50
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	50
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	50

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Grade 5	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	50
	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Knowledge Building	50

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 Chisago Lakes School District (2144-01) 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	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	The LINCS Vocabulary Strategy REWARDS Morp	The LINCS Vocabulary Strategy REWARDS Morp
Grade 1	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 2	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 3	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 4	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 5	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp	PHONEMIC AWARENESS PRESS Phonemic Awareness Phoneme Blending Phoneme Segmenting Heggerty Bridge the Gap ERS PHONICS Letter Sound Correspondence Incremental Rehearsal Alphabet Tracing Word Building with Alphabet ARC Say, Move It, Spell It, Write It Additive Blending/Backward Blending Functional Phonics 2.0 PRESS Phonics 95% Group Phonics Lesson Library Sunday 1 Sunday 2 REWARDS Corrective Reading B/D Reversal Intervention 95 R.A.P. Phonics for Reading FastBridge Interventions Readsters FLUENCY PRESS Partner Reading w/Paragraph Shrinking PALS-Peer Assisted Learning Strategies PRESS Supported Close Reading (Duet Reading) PRESS Repeated Reading PRESS Repeated Reading with Comprehension 18 Minute Solution Read Naturally ROAR-Repeated Oral Assisted Reading Newscaster Stop-Go Pencil Tap Word Connections FastBridge Interventions 95 R.A.P. VOCABULARY ReadWorks Article-a-Day Building Knowledge Through Words PRESS Vocabulary Intervention Vocabulary Surge The LINCS Vocabulary Strategy REWARDS Morp
Grade 6	Corrective Reading, Read Naturally, Vocabulary for Success	Language!, Sonday, 18 Minute Solution, Expressive Writing, Read Works Article a Day
Grade 7	Corrective Reading, Read Naturally, Vocabulary for Success	Language!, Sonday, 18 Minute Solution, Expressive Writing, Read Works Article a Day
Grade 8	Corrective Reading, Read Naturally, Vocabulary for Success	Language!, Sonday, 18 Minute Solution, Expressive Writing, Read Works Article a Day

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 9	SIM Strategies	Language!, Rewards Plus, Expressive Writing
Grade 10	SIM Strategies	Language!, Rewards Plus, Expressive Writing
Grade 11	SIM Strategies	Language!, Rewards Plus, Expressive Writing
Grade 12	SIM Strategies	Language!, Rewards Plus, Expressive Writing

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.

Chisago Lakes School District (2144-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2027

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

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

Teachers must score at least 80% on the Volume 1 post-test and the Volume 2 post-test from LETRS. If teachers score below 80% on either post-test, they will be required to reach out to the District Implementation Team.

The teacher will meet with a member of the District Implementation Team within 6 weeks to make a learning plan based on relevance for their position and targeted areas from unit assessment scores. The learning plan will include at least one learning activity (e.g. webinar; article; podcast) and a written reflection on what was learned, to be completed within a specified timeline. Following completion of those activities, a final meeting with the teacher, DIT member, and the supervisor will be held to discuss the teacher's learning.

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:

We have a team of trained observers who use the OTISS observation rubric and observe all of our elementary teacher's classrooms three times a year (F,W,S). That data is inputted into NIRN and our district literacy team analyzes that data.

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:

We have a .5 K-5 literacy coach who provides support based on the results of our fidelity data.

The following changes in instructional practices have impacted students :

We are seeing an increase in student achievement since implementing this practices although not at the rate we would have liked. We started our changes in reading in 2022 and are hopeful for more increases in student achievement. One piece of evidence is that our 5th graders (end of elementary school) were 73% proficient on aReading in spring of 2025. We also have less students in reading intervention.

Chisago Lakes School District (2144-01) has implemented the following professional development and

Local Literacy Plan for Chisago Lakes School District (2144-01)

support for teachers around culturally responsive practices:

We offer Cultural Competence Training to staff. In fall of 2025 we will have a training around culturally responsive practices for all teachers.

Chisago Lakes School District (2144-01) 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):

Besides LETRS, we do LETRS boosters throughout the year at least 3 times a year where staff revisit items we had in training and how it aligns with their curriculum and instruction. At the secondary level, we have trainings around the new ELA standards.

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	2	0	0	2
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
K-3 Classroom Educators	85	84	1	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	44	43	0	1
K-12 Reading Interventionists	11	8	0	3
K-12 Special Education Educators responsible for reading instruction	56	43	3	10
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	50	0	0	50

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	4	0	0	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	48	0	0	48
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Chisago Lakes School District (2144-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$0.00

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

\$0.00

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

- Not applicable

READ Act Literacy Aid

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

Chisago Lakes School District (2144-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$133,040.14

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

- Stipends for teachers completing literacy training
- Curriculum reviewed by MDE that was rated as highly aligned

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

\$78970

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

Additional materials to implement structured literacy, an oral language screener and training for staff to implement, and compensation to literacy lead and teachers for additional booster LETRS trainings.