

Minnesota READ Act Literacy Plan

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

For

Chisago Lakes School District (2144-01)

Date Submitted to the State 06/08/2026

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 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

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

Targeted support by a literacy coach helped teachers with the pacing and fluency of instruction. In grade 3, we piloted Functional morphology for our skills block.

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

Right now (and the school year isn't over), we have 94% of students met the Functional Phonics completion goal line at their grade level with 64% proficiency. Proficiency in 1st grade was lower than expected. In grades 3-5, 57% of students met or exceeded their growth target on aReading.

Chisago Lakes School District (2144-01)'s literacy goal(s) for the 2026-27 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 Local Literacy Lead, Sarah Schmidt, for Chisago Lakes School District (2144-01) has an FTE of .10

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

I also serve as Teaching and Learning Director so I facilitate almost all district teams in the district. I facilitate our District Literacy Team and our MTSS team. The teams all have reps from school level teams so we have communication between the district and the schools back and forth.

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](#)

No

The District Literacy Lead does not have an active allowable license for the following reason(s):

District Literacy lead has an administration and superintendent license and is a Local Facilitator for LETRS Volume 1 and Volume 2.

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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

Chisago Lakes School District (2144-01) 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.

Chisago Lakes School District (2144-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

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	Onset sounds, concepts of print, and sight words in Kindergarten. In first grade, we use sight words.
	Grade 1	Vendor Composites using vendor benchmarks	Onset sounds, concepts of print, and sight words in Kindergarten. In first grade, we use sight words.
	Grade 2	Vendor Composites using vendor benchmarks	Onset sounds, concepts of print, and sight words in Kindergarten. In first grade, we use sight words.
	Grade 3	Vendor Composites using vendor benchmarks	Onset sounds, concepts of print, and sight words in Kindergarten. In first grade, we use sight words.

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

Chisago Lakes School District (2144-01) will be utilizing the following screening tool(s) in 2026-27:

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

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Chisago Lakes School District (2144-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will add the oral language screener and add DIBELS for our EL students whose ACCESS scores indicate a need to test.

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

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge CBMReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	District set benchmarks - SCRED target packet - benchmarks
	Grade 5	3 time per year	District set benchmarks - SCRED target packet - benchmarks
	Grade 9	3 time per year	District set benchmarks - SCRED target packet - benchmarks
	Grade 10	3 time per year	District set benchmarks - SCRED target packet - benchmarks
	Grade 6	3 time per year	District set benchmarks - SCRED target packet - benchmarks
	Grade 11	3 time per year	District set benchmarks - SCRED target packet - benchmarks
	Grade 12	3 time per year	District set benchmarks - SCRED target packet - benchmarks
	Grade 7	3 time per year	District set benchmarks - SCRED target packet - benchmarks
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	2 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	2 time per year	Vendor Benchmark

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 10	2 time per year	Vendor Benchmark
	Grade 6	2 time per year	Vendor Benchmark
	Grade 11	2 time per year	Vendor Benchmark
	Grade 12	2 time per year	Vendor Benchmark
	Grade 7	2 time per year	Vendor Benchmark
MCA Reading	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 10	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

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

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

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

- Sentence Processing
- Reading Comprehension

Chisago Lakes School District (2144-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Chisago Lakes School District (2144-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will administer all students in grades 4-8 the Capti ReadBasix and students in grades 9-12 will be those only not reading at grade level.

4. 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	127	211	102	213	108
1st	208	94	210	94	212	106
2nd	234	101	235	112	240	121
3rd	259	148	260	148	260	156

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 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) 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	207	20
1st	208	45
2nd	234	23
3rd	259	27

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

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: 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

Chisago Lakes School District (2144-01) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

The district is in discussion about using earlyReading Composite but no decision has been made yet.

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	245	245	73	73	63	1
5th	255	255	67	67	62	0
6th	232	232	45	45	30	0
7th	222	222	38	38	24	0
8th	233	233	35	35	21	0
9th	246	30	23	23	11	1
10th	261	34	28	28	14	0
11th	239	16	12	12	8	0
12th	234	18	1	CTSTR	CTSTR	0

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

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

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. The district has an approved list of intervention materials aligned to the area of reading difficulty. 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.

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

Our district literacy team conducts fidelity checks on Tier 1 instruction using the OTISS tool. We were trained by members of MDE and have continued to implement this process as MDE's support has faded.

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

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. The district has an approved list of intervention materials aligned to the area of reading difficulty. 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. The process is the same for elementary and secondary school levels but the data collected is slightly different.

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:

Students receiving support in Tier 2 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. 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 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.

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.

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 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 1	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 2	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 3	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 4	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 5	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 6	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 7	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 8	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 9	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 10	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 11	1 time per year	Digital messaging
	2 times per year	Parent teacher conferences
Grade 12	1 time per year	Digital messaging

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Grade	Frequency of Notification	Method of Notification
Grade 12	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

Continuous Improvement for Parent Notification

Chisago Lakes School District (2144-01) will make the following changes to parent notification and involvement for the 2026-27 school year:

The notification at the elementary will reflect the change in assessments and subtests. In middle and high school we will have a clearer message around proficiency level.

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Chisago Lakes School District (2144-01), 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
Amplify Core Knowledge Language Arts (CKLA), K-5, 2022 (Partially Aligned)	Knowledge Building	Kindergarten	50
	Knowledge Building	Grade 1	50
	Knowledge Building	Grade 2	50
	Knowledge Building	Grade 3	50
	Knowledge Building	Grade 4	50
	Knowledge Building	Grade 5	50
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	50
	Foundational	Grade 1	50
	Foundational	Grade 2	50
	Foundational	Grade 3	50
	Foundational	Grade 4	50
	Foundational	Grade 5	50

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

We will not be selecting new resource in the next several years.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

There will not be a selection process for the next several years.

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 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Corrective Reading Decoding (CRD)	Tier 2	Grade 6	45
	Tier 2	Grade 7	45
	Tier 2	Grade 8	45
PALS	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
Sonday	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 3	Grade 6	45

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Sunday	Tier 3	Grade 7	45
	Tier 3	Grade 8	45
Strategic Adolescent Reading Intervention	Tier 2	Grade 6	30
	Tier 2	Grade 7	30
	Tier 2	Grade 8	30
Other Resources - 18 Minute Solution	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - 95 R.A.P.	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Other Resources - Additive Blending/Backward Blending	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Other Resources - Alphabet Tracing	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - Expressive Writing	Tier 3	Grade 9	25
	Tier 3	Grade 10	25
	Tier 3	Grade 11	25
	Tier 3	Grade 12	25

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Functional Phonics	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Other Resources - Heggerty Bridge the Gap	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Other Resources - Language!	Tier 3	Grade 9	80
	Tier 3	Grade 10	80
	Tier 3	Grade 11	80
	Tier 3	Grade 12	80
Other Resources - Letter Sound Correspondence	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Other Resources - Phonics for Reading	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Other Resources - ROAR - Repeated Oral Assisted Reading	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - ROAR - Repeated Oral Assisted Reading	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - Read Naturally	Tier 2	Grade 6	19
	Tier 2	Grade 7	19
	Tier 2	Grade 8	19
Other Resources - Rewards Plus	Tier 3	Grade 9	25
	Tier 3	Grade 10	25
	Tier 3	Grade 11	25
	Tier 3	Grade 12	25
Other Resources - SIM Strategies	Tier 2	Grade 9	25
	Tier 2	Grade 10	25
	Tier 2	Grade 11	25
	Tier 2	Grade 12	25
Other Resources - Say It, Move It, Spell It, Write It	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
Other Resources - Word Building with Alphabet ARC	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - Word Connections	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Word Connections	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25

Continuous Improvement for Literacy Intervention Resources

Chisago Lakes School District (2144-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

We potentially add or remove items from our intervention list based on research and analyzing student needs. All changes are approved through our district MTSS team and its internal processes.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Chisago Lakes School District (2144-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$0

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

\$42,306

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 2024 school year:

\$133,040

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

\$27,753

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

Purchasing core and Tier 2 intervention materials in accordance with the Read Act.

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
Other, explain below - K-5 Literacy Instructional Coach	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Read Act Literacy Aid
Evidence-based literacy intervention resources (curriculum, materials, training)	Read Act Literacy Aid

12: Professional Development Plan

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

Chisago Lakes School District (2144-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

We have an instructional coach that follows up with teachers who did not hit 80%. They work on setting goals and an action plan together. In addition, for all staff we provide 3 boosters per school year to review some of the most essential content from LETRS>

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 conduct fidelity checks on the core using the OTISS tool. We also conduct fidelity checks on any Tier 2 and Tier 3 interventions. This process is conducted in alignment with our district MTSS and literacy teams.

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:

After we conduct a round of fidelity checks, we determine if the need presented needs follow up through our LETRS trainings, ongoing professional development, or coaching.

The following changes in instructional practices have impacted students:

We are still collecting data for this school year but 56% of our students in 1st grade are at 80% proficiency on our core curriculum and 73% of our 2nd students in 2nd grade are at 80% proficiency. 1st grade had an increase in percent proficient in all earlyReading subtests compared to last year. We are not seeing the improvement yet in grades 3 and 4. In grade 5 we slightly decreased. Our aReading scores went from 72% proficient in spring of 2025 to 69% in spring of 2026.

Chisago Lakes School District (2144-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Our district provides cultural competency training every other year for all staff. In addition, with the new culturally responsive teaching requirements in the teacher evaluation plan, we provided training based on our updated rubric. The training was based on Zaretta Hammond's work. In addition, our LETRS training includes implementing culturally

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responsive literacy practices - especially for our multilingual learners.

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 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):

We provide 3 booster LETRS sessions at each building in our district. The content has been tailored to the needs of the teachers and is based on the data we have collected including student assessment data and fidelity check data. We haven't determined our content for 2026-27 yet. Last year we focused on vocabulary, multisyllabic word decoding, and oral language development.

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)	18	16	2	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	1	1	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	7	6	0	1
K-3 Classroom teachers	41	39	2	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	8	8	0	0
K-12 Special Education educators responsible for foundational reading instruction	37	24	13	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	1	1	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	11	6	4	1
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	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	0	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).

91

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

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

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

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

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

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

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

Chisago Lakes School District (2144-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We are always working on improving our practices. Our goals for next year will be determined at our June meeting which hasn't occurred yet. We have discussed work around our center based programming, utilizing the new oral language screener, and determining how our two new instructional coaches will support our MTSS work.

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.

Chisago Lakes School District (2144-01) does not include a DLI Program