

Minnesota READ Act Literacy Plan

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

For

Cedar Mountain School District (2754-01)

Date Submitted to the State 06/06/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Cedar Mountain School District (2754-01). 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

Cedar Mountain School District (2754-01)'s literacy goal(s) for the 2024-25 school year:

The Cedar Mountain School District will focus on enhancing evidence-based structured literacy instruction during the 2024-25 school year. Professional development will be offered for K-6 educators, special education staff providing reading instruction, reading intervention educators, and to our administration who assist in selecting curriculum. In addition, the district will evaluate our Tier 1 curriculum and intervention resources to ensure alignment with evidence-based practices. Guidance provided by the Minnesota Department of Education and the University of Minnesota Center for Applied Research and Educational Improvement will be continuously reviewed and incorporated into the Cedar Mountain School District's Literacy Plan.

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

Goal 1: The elementary team will have a grade-level meeting once a week. At this grade-level meeting, we will discuss academic and behavioral concerns based on data collected from classroom, intervention, and SPED teachers. Each grade level will meet 5 times a year. Goal 2: The elementary team will have grade band meetings once a month. At these meetings, K-2 and 3-5 will be able to discuss their academic and behavioral concerns based on data collected from classroom, intervention, and SPED teachers. We will also discuss standards and alignment based on the grade band. Goal 2: The elementary team will implement intensive reading interventions for students in Kindergarten through 5th grade. These interventions will focus on a student's individual needs. Goal 3: The elementary team at Cedar Mountain will implement FastBridge assessments during the 2024-2025 school year at the secondary level testing within the first 9 weeks, the middle of the year (January 1)st, and within the final 4 weeks of the year. Goal 4: The elementary team will implement UFLI (a phonics-based curriculum in grades K-2). Identified students will also use this curriculum in grades 3-5. Goal 5: The elementary team will use LETRS knowledge in the classroom. LETRS is a science of reading PD that teaches how to use phonics to improve instruction.

The following describes how Cedar Mountain School District (2754-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Minnesota's Literacy Goal in the Read Act is that every student will read at or above grade level. Fastbridge Spring Screening - Kindergarten - 83%, 1st Grade - 73%, 2nd Grade - 66%, 3rd Grade - 77%, 4th Grade - 78%, 5th Grade - 96%.

Cedar Mountain School District (2754-01)'s literacy goal(s) for the 2025-26 school year:

Local Literacy Plan for Cedar Mountain School District (2754-01)

Provide evidence-based intervention to 100% of students not performing at grade level. Assess 100% of students demonstrating characteristics of dyslexia with approved screener, CAPTI. Provide and implement UFLI and Functional Morphology in grades K-5. Incorporate WIN (What I Need) Time 5 days a week for 30 minutes to supplement the curriculum and provide evidence and ability-based intervention to students in grades K-5.

Cedar Mountain School District (2754-01)'s Local Literacy Plan is posted on the district website at:

<https://www.cms.mntm.org/>

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 Cedar Mountain School District (2754-01) 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)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Cedar Mountain School District (2754-01) 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	0	CTSTR	18	11	18	15
Grade 1	0	CTSTR	30	21	30	22
Grade 2	0	CTSTR	31	13	29	19
Grade 3	0	CTSTR	31	21	31	24

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 Cedar Mountain School District (2754-01) 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.

Cedar Mountain School District (2754-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	0	CTSTR
Grade 1	0	CTSTR
Grade 2	1	CTSTR
Grade 3	0	CTSTR

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

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

Cedar Mountain School District (2754-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year.

We will use Capti.

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 Cedar Mountain School District (2754-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	FastBridge	FastBridge	Vendor Composites
Grade 5	FastBridge	FastBridge	Vendor Composites
Grade 6	FastBridge	FastBridge	Vendor Composites
Grade 7	FastBridge	FastBridge	Vendor Composites
Grade 8	FastBridge	FastBridge	Vendor Composites
Grade 9	FastBridge	FastBridge	Vendor Composites
Grade 10	FastBridge	FastBridge	Vendor Composites
Grade 11	FastBridge	FastBridge	Vendor Composites
Grade 12	FastBridge	FastBridge	Vendor Composites

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 Cedar Mountain School District (2754-01) to determine which students in grades 4-12 are not reading at grade level:

We will use FastBridge and Capit ReadBasix.

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:

We will screen all students in FastBridge in the fall, winter, and spring. Students who are not reading at grade level will be given Capti.

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

The following table displays the number of students in Cedar Mountain School District (2754-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	0	CTSTR	CTSTR	CTSTR
5th	0	CTSTR	CTSTR	CTSTR
6th	0	CTSTR	CTSTR	CTSTR
7th	0	CTSTR	CTSTR	CTSTR
8th	0	CTSTR	CTSTR	CTSTR
9th	0	CTSTR	CTSTR	CTSTR
10th	0	CTSTR	CTSTR	CTSTR
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

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

7. Parent Notification and Involvement

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

Does Cedar Mountain School District (2754-01) 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	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

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

- 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
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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

- Parent teacher conferences
- School events

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.

Cedar Mountain School District (2754-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Screening and classroom assessment will be used to determine student skill deficits. Evidence-based intervention will be selected to target specified skill deficit. Intervention effectiveness will be verified through ongoing progress monitoring.

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

During grade-level meetings, classroom teachers will meet with a Literacy Specialist to discuss data and review plans. When a Tier 1 need is evident, the Literacy Specialist will work with the classroom teacher to provide instructional guidance and intervention materials used in whole-class instruction or small group center time.

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

Based on FastBridge screening results or parent or classroom teacher concerns, students will be placed in a skill-specific intervention. Weekly progress monitoring will be conducted through FastBridge and used to determine the success of interventions every six weeks. Students not making progress towards literacy goals will begin a new intervention conducted over the same time frame. After two failed interventions, students will be referred to the Child Study for consideration to Special Education.

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:

Based on FastBridge screening results, students will be placed in a skill-specific intervention. Weekly progress monitoring will be conducted through FastBridge and used to determine the success of interventions every six weeks. Students not making progress towards literacy goals will begin a new intervention conducted over the same time frame. After two failed interventions, students will be referred to the Child Study for consideration to Special Education.

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

Students showing sufficient progress in intervention will continue with an increase in difficulty until grade-level skills are demonstrated.

Does Cedar Mountain School District (2754-01) 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.

Cedar Mountain School District (2754-01) is implementing a multi-tiered system of support framework:
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 Cedar Mountain School District (2754-01), 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	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	90
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Knowledge Building	30
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Knowledge Building	30
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	60
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	30

Continuous Improvement for Core Reading Instruction and Curricula

Cedar Mountain School District (2754-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We will be implementing Functional Phonics and Morphology in grades 3-5.

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 Cedar Mountain School District (2754-01) 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	Rewards; UFLI, Functional Morphology	Rewards; UFLI, Functional Morphology
Grade 1	Rewards; UFLI, Functional Morphology	Rewards; UFLI, Functional Morphology
Grade 2	Rewards; UFLI, Functional Morphology	Rewards; UFLI, Functional Morphology
Grade 3	Rewards; UFLI, Functional Morphology	Rewards; UFLI, Functional Morphology
Grade 4	Rewards; UFLI, Functional Morphology	Rewards; UFLI, Functional Morphology
Grade 5	Rewards; UFLI, Functional Morphology	Rewards; UFLI, Functional Morphology
Grade 6	Functional Morphology/Rewards	Functional Morphology/Rewards
Grade 7	Functional Morphology/Rewards	Functional Morphology/Rewards
Grade 8	Functional Morphology/Rewards	Functional Morphology/Rewards
Grade 9	Functional Morphology/Rewards	Functional Morphology/Rewards
Grade 10	Functional Morphology/Rewards	Functional Morphology/Rewards
Grade 11	Functional Morphology/Rewards	Functional Morphology/Rewards
Grade 12	Functional Morphology/Rewards	Functional Morphology/Rewards

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.

Cedar Mountain School District (2754-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 05/30/2026

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 who score less than 80% will work with the Literacy Lead to receive additional coaching and 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:

We are beginning to identify and track fidelity data from FastBridge. The ability to identify and track data will become a priority in the 2025-2026 school year.

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 will meet with elementary teachers to review results and discuss/create an actionable and measurable plan for addressing student needs in grade-level meetings.

The following changes in instructional practices have impacted students :

Students receive targeted interventions tailored to their individual needs. Progress monitoring is done weekly.

Based on data, interventions are modified for each student.

Cedar Mountain School District (2754-01) has implemented the following professional development and support for teachers around culturally responsive practices:

The district has implemented professional development around culturally responsive practices through a structured, ongoing approach that includes workshops, coaching, and learning communities. The primary focus during the 2025-2026 school year is on LETRS training for phase 1 teachers.

Cedar Mountain School District (2754-01) engaged with the Regional Literacy Network through the following:

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- 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):

Teachers in grades 3-5 will receive training in Functional Morphology. Teachers will continue with volume 2 training in LETRS.

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

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	2	0	2	0
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	0	0	0	0
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.

Cedar Mountain School District (2754-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$19,224.85

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

\$5,448.87

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

- Professional development on using evidence-based literacy screening and progress monitoring tools
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

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

Cedar Mountain School District (2754-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$15,816.24

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

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

\$15766

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

25-26 professional development for Read Act training