

Minnesota READ Act Literacy Plan

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

For

Cedar Mountain School District (2754-01)

Date Submitted to the State 06/17/2026

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 2025-26 school year:

The Cedar Mountain School District will focus on enhancing evidence-based structured literacy instruction during the 2025-2026 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 2025-2026 school year at the secondary level testing within the first 9 weeks, the middle of the year (January 1)r, 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) and Functional Morphology (a morphology based curriculum from grades 3-5). Goal 5: The elementary and secondary team will use LETRS knowledge in the classroom. LETRS is a science of reading PD that teaches how to use phonics to improve instruction. Goal 6: Grades 4-11 will be given CAPTI Read Basix test to set baseline data to determine tier 1 and tier 2 levels of support needed in the classroom.

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

Cedar Mountain's current goals reflect progress in building systems for data review, professional development, and intervention; however, they differ from the Minnesota READ Act goal of ensuring that all students achieve grade-level literacy proficiency. Current efforts are largely focused on developing structures that support data and interventions rather than on ensuring universal student outcomes. The READ Act requires consistent, evidence-based instruction, strong Tier 1 alignment, and timely, data-driven interventions. At Cedar Mountain, we are focusing on curriculum alignment. Tier 1 fidelity checks are being implemented district-wide with a focus on Tier 1 instruction. While student

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data is collected and reviewed, adjustments to improve the timing and use of assessment data are still needed. Current performance indicates that not all students are meeting grade-level expectations, demonstrating a gap between system development and the READ Act goal of universal proficiency. Cedar Mountain is building the necessary systems to ensure long-term success, but has not yet achieved the consistent implementation or student outcomes required to ensure all students are reading at grade level.

Cedar Mountain School District (2754-01)'s literacy goal(s) for the 2026-27 school year:

By June 2027, Cedar Mountain will strengthen literacy outcomes by implementing consistent, data-driven systems and evidence-based instructional practices to improve the percentage of students meeting grade-level reading benchmarks. Goal 1: By September 2026, Cedar Mountain will create and communicate a district-wide assessment calendar aligned to FASTBridge and CAPTI administration windows. Staff will receive professional development on assessment expectations and data use. Predetermined data team meetings will occur at least three times per year (following the fall, winter, and spring assessment windows), with documentation on the district-wide calendar. Goal 2: By January 2027, Cedar Mountain will develop and implement a district-wide, approved, research-based intervention document outlining intervention options and entry/exit criteria. Staff will receive professional development on delivering interventions with fidelity. Data review meetings will be held at least 3 times per year following intervention cycles to evaluate effectiveness. Goal 3: By September 2026, Cedar Mountain will implement quarterly transition PLCs to synchronize standards-based curriculum and instruction across buildings. This initiative ensures a seamless academic pathway and a supportive transition for students transitioning from elementary to secondary school. Measurable Outcome: As a result of these actions, the percentage of K-3 students meeting or exceeding grade-level reading benchmarks on FASTBridge using MDE Composite will increase by at least 10 percentage points from Fall 2026 to Spring 2027. By Spring 2027, Cedar Mountain will decrease the percentage of students in grades 4-12 exhibiting characteristics of dyslexia by at least 15% from Fall 2026 to Spring 2027, as measured by screening and placement data.

The Local Literacy Lead, Julia Garms, for Cedar Mountain School District (2754-01) has an FTE of .25

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

The District Literacy Lead actively collaborates with both district and school leadership teams to ensure alignment, implementation, and continuous improvement of literacy practices. At the district level, the Literacy Lead works with administrators, instructional leaders, and various PLC teams to develop and monitor the district-wide assessment calendar, establish data protocols, and align literacy goals to state expectations. This includes facilitating professional development, supporting the selection and implementation of evidence-based curriculum and interventions, and guiding system-level planning. At the school level, the Literacy Lead engages with principals and teacher leaders through regularly scheduled leadership and data meetings. These meetings focus on analyzing FASTBridge and CAPTI data, identifying trends, and supporting data-driven decision-making to improve student outcomes. In addition, the Literacy Lead supports communication between district and school teams by sharing updates, providing resources, and ensuring consistent expectations across buildings. This role includes modeling best practices and supporting professional

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learning tied to the new comprehension curriculum. Through ongoing collaboration, structured meeting systems, and targeted professional development, the District Literacy Lead ensures that leadership teams are equipped to implement and sustain effective literacy practices that improve student achievement.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

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

<https://www.cms.mntm.org/required-information/>

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.

Cedar Mountain School District (2754-01) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

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	We used vendor composites and the released MDE cut scores.
	Grade 1	Vendor Composites using vendor benchmarks	We used vendor composites and the released MDE cut scores.
	Grade 2	Vendor Composites using vendor benchmarks	We used vendor composites and the released MDE cut scores.
	Grade 3	Vendor Composites using vendor benchmarks	We used vendor composites and the released MDE cut scores.

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

Yes

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:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

The table below details the screening tool(s) used by Cedar Mountain School District (2754-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
FastBridge aReading	Grade 4	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.
	Grade 8	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.
	Grade 5	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.
	Grade 9	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.

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Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 10	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.
	Grade 6	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.
	Grade 11	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.
	Grade 12	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.
	Grade 7	2 time per year	District set benchmarks - In order to achieve a baseline, all students grades 4-11 were given CAPTI ReadBasix.

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

Cedar Mountain School District (2754-01) 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

Cedar Mountain School District (2754-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Grades 4-12 will use CAPTI Read Basix instead of FastBridge during the 2026-2027 school year.

4. 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	20	8	20	12	20	14
1st	20	15	20	16	20	16
2nd	30	20	30	24	30	24
3rd	28	19	28	20	27	19

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 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) 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	0	CTSTR
1st	0	CTSTR
2nd	0	CTSTR
3rd	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

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:

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

6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

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	30	0	24	0	0	0
5th	24	0	21	0	0	0
6th	24	0	24	0	0	0
7th	22	0	22	0	0	0
8th	28	0	28	0	0	0
9th	30	0	30	0	0	0
10th	23	0	23	0	0	0
11th	27	0	27	0	0	0
12th	42	0	0	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.

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:

Our district follows a systematic, data-driven process to ensure evidence-based instruction and intervention are matched to individual student needs. This begins with universal screening, administered to all students in grades K-3, three times per year. The screening tools used at each grade level are aligned with developmental benchmarks, as recommended in the Read Act guidelines, to ensure accurate identification of students who are at risk of not meeting grade-level literacy expectations. Following each screening window, students who do not meet benchmark targets are identified for additional assessment and work with an intervention team. Grades 4-11 were given the CAPTI READ BASIX test. Based on diagnostic results, students were matched with targeted, evidence-based interventions. Those with phonics-related skill gaps received support through the Functional Phonics intervention, which provides explicit, systematic instruction in phonics. Students demonstrating fluency concerns were provided with a fluency intervention designed to increase reading rate, accuracy, and expression. To monitor progress and ensure interventions remain aligned with student needs, FastBridge progress monitoring is conducted weekly for students receiving intervention support. These data points are used to inform instructional adjustments, evaluate responsiveness, and determine when students may exit intervention or require intensification. In addition, Tier 1 instruction is evaluated using weekly Functional Phonics and Morphology assessments, allowing teachers to address skill gaps within the core curriculum and differentiate instruction effectively. This multi-tiered process, beginning with universal screening, followed by diagnostic assessment, targeted intervention, and ongoing progress monitoring, ensures that instruction is responsive and personalized.

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

The processes for monitoring fidelity and differentiating Tier 1 instruction include: Our district is committed to ensuring that Tier 1 literacy instruction is delivered with fidelity and differentiated to meet the needs of all learners. To support this, classroom walk-through observations are conducted regularly by both district administrators and staff contracted through local cooperatives. These observations focus on the implementation of evidence-based instructional practices, using fidelity checklists aligned with the district's core literacy programs, including the Functional Phonics and Morphology and Wonders curricula. Observers look for consistent instructional routines, appropriate pacing, student engagement, and alignment with grade-level standards. Feedback is provided to teachers following observations to reinforce strengths and offer guidance for improvement. The collaboration between district leadership and contracted staff strengthens the fidelity monitoring process by offering an external, objective lens and ensuring consistency across grade levels and classrooms. Professional development and collaboration are also key components of maintaining high-quality Tier 1 instruction. Teachers participate in ongoing training and work together in professional learning communities (PLCs) to analyze student data, reflect on instructional practices, and plan lessons that meet the diverse needs of their students. These PLCs play an essential role in supporting differentiation and ensuring instructional

decisions are driven by data. Differentiation within Tier 1 is guided by weekly Functional Phonics and Morphology assessments, which provide timely insights into students' mastery of foundational literacy skills. Teachers use this data to identify areas where students may need reteaching, additional practice, or enrichment. Flexible grouping, scaffolded instruction, and targeted mini-lessons are used within the core literacy block to address these needs. Benchmark and progress monitoring data are also reviewed to make informed instructional adjustments and determine if students may need additional support beyond Tier 1. Through ongoing observation, feedback, collaboration, and data-driven planning, our district ensures Tier 1 instruction remains responsive, equitable, and aligned with the expectations of the Minnesota Read Act. This approach supports early identification of literacy challenges and reinforces our commitment to providing all students with high-quality, evidence-based instruction.

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

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Entrance into Tier 2 and Tier 3 targeted reading interventions is determined primarily through FASTbridge assessment data, with distinctions between elementary and secondary levels. At the elementary level, any student who does not meet grade-level benchmarks based on FASTbridge percentile using the appropriate assessment for their grade is automatically placed into a Tier 2 intervention. This level of support offers supplemental reading instruction in addition to the core curriculum to address skill deficits. Students requiring more intensive support are placed in Tier 3 interventions. These Tier 3 interventions are highly individualized and targeted for students with the most significant reading needs. At the secondary level, all students were assessed this school year using the recommended literacy measures appropriate for their grade level. While the data from these assessments was reviewed, no formal interventions either Tier 2 or Tier 3 were implemented at this level during the current academic year. This indicates that, while assessment practices have been initiated, the intervention system for secondary students is still in development. The elementary intervention process is fully in place and driven by assessment data, while secondary implementation is in the planning phase.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once every two weeks

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:

The 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: The K-12 progress monitoring protocol established to determine the need for intensification or modification of supplemental (Tier 2) and intensive (Tier 3) targeted reading instruction is a structured, data-driven process grounded in ongoing assessment and professional judgment. Intervention teams collect frequent progress monitoring data to evaluate a student's response to instruction, aiming for approximately 6-8 data points before making significant changes to the intervention plan. However, decisions are not solely based on quantity. Educators are expected to use professional judgment by considering factors such as how often data is collected, the direction and consistency of student performance, the level of current skills, and the nature of what is being measured. Data should be reviewed at least monthly, even if the recommended number of data points has not yet been reached. During these reviews, teams assess whether students are making adequate progress and consider contextual factors, such as attendance, fidelity of implementation, and staffing, that may affect the intervention's effectiveness. If a student is not progressing adequately, teams are encouraged to problem-solve across several possible areas before deciding to change the intervention. These include verifying that the intervention is being implemented as intended, ensuring that the measurement tool appropriately captures growth, assessing whether the instruction is explicit and aligned with student needs, and confirming that the student can generalize learned skills. When a change in intervention is warranted, the team may increase fidelity, adjust the delivery or format of instruction, modify behavior supports, or re-align the intervention with the student's specific needs. Adjustments could include changes in duration, frequency, group size, use of assistive technology, reinforcement strategies, or instructional methods. If multiple students receiving the same intervention are not making progress, a group-level change may be necessary. Once an adjustment is made, the cycle of data collection, review, and decision-making continues. This process ensures that instructional supports remain responsive and evidence-based, aligned to both the student's current performance and overall learning needs.

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

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include: Criteria for exiting students from supplemental (Tier 2) and intensive (Tier 3) targeted reading interventions are based on student progress toward grade-level expectations, with established protocols at the elementary level and a developing system at the secondary level. At the elementary level, students are not exited from intervention until they have demonstrated sustained performance above benchmark. Specifically, a student must achieve three consecutive progress monitoring data points above the end-of-year benchmark to be considered for exit. This ensures that the student has not only met grade-level expectations but is maintaining that progress consistently over time. The focus is on ensuring skill acquisition and retention before removing additional instructional support. At the secondary level, while students were assessed using the recommended measures appropriate for their grade level, no targeted interventions were administered during the current school year. As a result, students were not progress monitored, and no formal exit criteria are currently in place. This indicates that the intervention and monitoring processes at the secondary level are still under development and not yet implemented. Overall, elementary exit procedures rely on clear, data-driven benchmarks, while secondary procedures are pending implementation alongside the future rollout of intervention supports.

Continuous Improvement for Data-Based Decision Making for Action

Cedar Mountain School District (2754-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

Secondary will be implementing Tier 2 and 3 interventions using the data from Read Basix. The REWARDS program will be implemented for interventions. Students will be progress monitored every 6-8 weeks using the subtests from Read Basix. Students will be recreened in the winter.

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 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 and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Letter sent home with student
	3 times per year	Parent teacher conferences
Grade 1	3 times per year	Letter sent home with student
	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Letter sent home with student
	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Letter sent home with student
	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Letter sent home with student
	3 times per year	Parent teacher conferences
Grade 5	3 times per year	Letter sent home with student
	3 times per year	Parent teacher conferences
Grade 6	3 times per year	Parent teacher conferences
Grade 7	3 times per year	Parent teacher conferences
Grade 8	3 times per year	Parent teacher conferences
Grade 9	3 times per year	Parent teacher conferences
Grade 10	3 times per year	Parent teacher conferences
Grade 11	3 times per year	Parent teacher conferences
Grade 12	3 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:

- Parent teacher conferences

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 Cedar Mountain School District (2754-01), 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
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Grade 3	30
	Foundational	Grade 4	30
	Foundational	Grade 5	30
Other Curriculum - Wonders	Knowledge Building	Kindergarten	60
	Knowledge Building	Grade 1	60
	Knowledge Building	Grade 2	60
	Knowledge Building	Grade 3	60
	Knowledge Building	Grade 4	60
	Knowledge Building	Grade 5	60
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30

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

Based upon the list provided by MDE, UFLI and Functional Morphology were selected as foundational curriculum.

Cedar Mountain currently has a contract through the 2027-2028 school year for Wonders.

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

During the 2027-2028 school year, we will use the curriculum review cycle to select an approved knowledge-based ELA curriculum.

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 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
UFLI	Tier 2 & 3	Kindergarten	30
	Tier 2 & 3	Grade 1	30
	Tier 2 & 3	Grade 2	30
	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
	Tier 2 & 3	Grade 12	30
Other Resources - Rewards	Tier 2 & 3	Grade 3	30
	Tier 2 & 3	Grade 4	30
	Tier 2 & 3	Grade 5	30
	Tier 2 & 3	Grade 6	30
	Tier 2 & 3	Grade 7	30
	Tier 2 & 3	Grade 8	30
	Tier 2 & 3	Grade 9	30
	Tier 2 & 3	Grade 10	30
	Tier 2 & 3	Grade 11	30
Tier 2 & 3	Grade 12	30	

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Continuous Improvement for Literacy Intervention Resources

Cedar Mountain School District (2754-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

We will add Sound Partners in for intervention K-2.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Cedar Mountain School District (2754-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$19,225

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

\$9,500

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 2024 school year:

\$15,816

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

\$14,779

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

LETRS training will be offered to staff.

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
Professional development on evidence-based literacy screening and progress monitoring tools	Both
MDE approved READ Act professional development	Both

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.

Cedar Mountain School District (2754-01) is using the following approved Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/01/2026

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:

Since the majority of our teachers teach at least the middle school level, we will continue to offer LETRS training for those who need training. The majority of staff are trained.

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:

Literacy experts from neighboring school as well as the cooperative have supported our district with fidelity checks and allowed us support with our diagnostic decisions impacting students.

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 uses fidelity data to provide targeted coaching support and feedback to ensure teachers in grades K-12 are implementing systematic, sequential, explicit, and diagnostic evidence-based literacy instruction with consistency and effectiveness. Data gathered through classroom fidelity checks, walkthroughs, screening assessments, diagnostic assessments, and progress monitoring are used to identify instructional strengths and areas needing additional support. Instructional leaders, literacy experts from neighboring school districts, and regional cooperative staff collaborate with teachers to provide ongoing coaching aligned to evidence-based literacy practices and the Science of Reading. Coaching support includes classroom observations, modeling of instructional strategies, co-teaching opportunities, and reflective conversations focused on strengthening instructional delivery and improving student outcomes. Teachers receive specific feedback connected to fidelity data in areas such as explicit phonics instruction, systematic skill progression, pacing, opportunities for student response, use of diagnostic data, and differentiation for student needs. The district also uses collaborative data meetings and professional learning communities to review student performance data and determine next instructional steps. These meetings allow teachers to analyze intervention effectiveness, share successful instructional practices, and make adjustments based on student progress and identified needs. When fidelity

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data indicate that additional support is needed, individualized coaching plans and follow-up observations are implemented to provide continued guidance and accountability. Professional development is embedded into the coaching process. Teachers participate in ongoing training related to evidence-based literacy instruction, assessment practices, intervention strategies, and implementation of the adopted curriculum. Through ongoing fidelity monitoring, coaching, collaborative problem-solving, and data-driven feedback, the district maintains a continuous improvement process designed to strengthen literacy instruction and ensure all students receive high-quality, evidence-based literacy support across grades K-12.

The following changes in instructional practices have impacted students:

Students are demonstrating stronger foundational literacy skills, particularly in phonemic awareness, phonics, decoding, fluency, and spelling. Universal screening data and progress monitoring results indicate higher growth rates among students receiving Tier II and Tier III interventions. Earlier identification of skill deficits through diagnostic assessments has allowed intervention to begin sooner, resulting in more timely support and improved student progress. The use of sequential and explicit instruction has also improved instructional consistency across classrooms. Teachers are following structured routines and pacing that ensure students are systematically building skills rather than encountering gaps in instruction. Classroom observations and fidelity checks indicate that instructional practices are more aligned across grade levels, which has contributed to smoother skill progression from one grade to the next. Explicit instruction in vocabulary, reading comprehension, and disciplinary literacy has supported students in accessing complex texts across content areas. Teachers report that students are better able to identify main ideas, cite evidence, and apply reading strategies independently. Diagnostic data has played a key role in improving outcomes by allowing teachers to target instruction more precisely. Intervention groups are more flexible and responsive, with instruction adjusted based on ongoing progress monitoring data. The district also uses collaborative data review meetings to monitor student progress and adjust instructional practices in real time. Overall, evidence from screening data, progress monitoring, classroom performance, and teacher observations indicates improved student growth in foundational literacy skills, increased intervention effectiveness, and greater consistency in instructional delivery. Cedar Mountain School District (2754-01) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district has implemented culturally responsive practices in literacy instruction by intentionally integrating students' cultural backgrounds, lived experiences, and identities into teaching and learning, while maintaining alignment with systematic, sequential, explicit, and diagnostic, evidence-based literacy instruction. Teachers are encouraged to select texts that reflect diverse perspectives and cultures, including representation from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. Instructional practices include structured opportunities for students to connect reading content to their own experiences, engage in meaningful discussion, and build comprehension through both academic and personal relevance. The district's plan for supporting teachers in implementing culturally responsive literacy practices includes ongoing professional development, coaching, and collaborative planning. Teachers participate in training focused on culturally responsive pedagogy, bias awareness in instructional materials, and strategies for building inclusive classroom environments. Instructional coaches, literacy experts from neighboring districts, and regional cooperative staff provide job-embedded support to help teachers integrate culturally responsive

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strategies into daily literacy instruction. This includes modeling lessons, co-planning units, and providing feedback on the selection and use of diverse texts. Coaches also support teachers in using student background knowledge as a bridge to understanding complex texts and vocabulary. Professional learning communities (PLCs) serve as a key structure for ongoing development. Teachers collaborate to review instructional materials, evaluate representation in texts, and share strategies for engaging diverse learners. The district also uses instructional walkthroughs and fidelity checks to monitor implementation of both evidence-based literacy practices and culturally responsive strategies. Feedback from these observations is used to guide coaching cycles and targeted professional development.

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

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

Staff began the process of vertical alignment based on standards and consultation with a curriculum director.

Continuous Improvement for Professional Development Plan

Cedar Mountain School District (2754-01) will make the following changes to the professional development plan for the 2026-27 school year:

In the 2026-27 school year, the district will refine its professional development plan to more intentionally strengthen vocabulary development across all content areas and deepen teacher expertise in teaching multisyllabic word reading and decoding within a structured literacy framework. A key shift will be a stronger emphasis on Tier 1 vocabulary instruction embedded across reading, writing, science, social studies, and mathematics. Another major focus will be multisyllabic word instruction, with targeted training on how to explicitly teach students to break apart, analyze, and decode longer words using syllable types, affixes, and morphological patterns. Overall, these changes are designed to strengthen students' ability to access complex texts, improve reading fluency, and build the academic language necessary for success across all content areas.

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)	5	5	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	2	2	0	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	3	3	0	0
K-3 Classroom teachers	5	5	0	0
K-12 Teachers holding English as a second language licenses	0	0	0	0
K-12 Reading Intervention Teachers	1	0	0	0
K-12 Special Education educators responsible for foundational reading instruction	7	6	0	1
Pre-K through grade five Curriculum Directors	0	0	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	6	5	0	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	2	2	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).

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The PSLT was provided by:

Regional Literacy Network

14. Multi-tiered System of Supports (MTSS)

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

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

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

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

Cedar Mountain School District (2754-01) is implementing a multi-tiered system of support framework:

No

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

Cedar Mountain School District (2754-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We will begin training for a MTSS team.

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.

Cedar Mountain School District (2754-01) does not include a DLI Program