

# Introduction to READ Act Goals

**SUBMITTED June 15, 2026 at 9:20AM**

**Local Literacy Plan Submission Planning Template**

Credit to Abi Swenson, Crosslake Community School DLL

**Purpose**

The purpose of this template is to assist District Literacy Leadership Teams in organizing and planning for completing the district Local Literacy Plan (LLP), due for submission on or before June 15, 2026. On May 1st, 2026, the LLP reporting portal will be accessible through the MDE Education Identity and Access Management (EDIAM) Security System. **Please note that this template is for planning purposes only. The LLP must be completed within EDIAM Security System**

**The Local Literacy Plan reporting portal is still in development**, and therefore, questions within the template may not align exactly with the questions in the LLP reporting portal. This planning template was developed based on guidance in 2025, and revised with updates in 2026. Therefore, if using this template to begin planning is helpful for you, please proceed, but keep in mind there may be some misalignment with the final submission.

**2026 Literacy Plan Sections:**

1. Read Act Goals **(UPDATED for 2026)**
2. Screening Tools K-3
3. Screening Tools 4-12 **(UPDATED for 2026)** Student Screening Data Submission **(NEW for 2026)**
4. Student Screening Data Submission
5. Screening Summary Student Counts Grades K-3
6. Dyslexia Screening Summary Student Counts Grades K-3
7. Screening Summary Student Counts Grades 4-12 **(REQUIRED 2026)**
8. Data-Based Decision Making for Action
9. Parent Notification and Involvement
10. Tier 1 (Core) Curricular Resources
11. Literacy Intervention Resources **(UPDATED for 2026)**
12. Literacy Aid Funds
13. Professional Development Plan
14. Professional Development Educator Count
15. Multi-tiered System of Supports (MTSS)
16. Dual Language Immersion Programs **(NEW for 2026)**



# Section 1: READ Act Goals

## **SECTION 1: READ Act Goals**

The goal of the Minnesota READ Act is “to have every 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)

### **1.1. Restate the district or charter school’s literacy goal(s) for the 2025-26 school year. This should be copied from the 2025-26 Local Literacy Plan.**

#### Goal #1: Literacy Tier 1 Core Instruction

- Teachers will utilize explicit, systematic, and cumulative instruction that addresses foundational reading skills across grade levels, as appropriate for the curriculum.
- Teachers will regularly analyze core instruction to ensure it meets the needs of at least 80% of students, adjusting practices based on universal screening and formative assessment data, as appropriate for the curriculum.
- Teachers will collaborate in professional learning communities (PLCs) to evaluate Tier 1 curriculum and identify areas for alignment with structured literacy practices, as appropriate for the curriculum.
- CCS will increase depth of district resources for adjusting instruction based on student response and needs

#### Goal #2: MnMTSS

- MnMTSS District Lead Team will provide training for staff on the MnMTSS Components, specifically 3, 4, and 5 (MTSS, Assessment, DBDM)
- CCS will create a unique process which will assist in identifying students in need of Tier 1, Tier 2, and Tier 3 support to ensure each student is successful.
- Establish a systematic procedure using eduCLIMBER to track student progress

#### Goal #3: On-Going Teacher Support

- CCS will create and establish a Hub for District-Wide Resources to be used across content areas to support students in their language comprehension skills.
- Staff will participate in PLCs approximately every other week focusing on MnMTSS, DBDM, Assessment, Structured Literacy, and Cross-Content Collaboration

### **1.2. Describe what was implemented or changed to make progress towards the goal(s).**

CCS overhauled our instructional frameworks to embed explicit, systematic structured literacy. In-Person K-8 classrooms adopted *Fishtank Learning ELA* and the *UFLscope* and sequence, while online classes worked towards the selection of a new ELA comprehensive curriculum, moving from *Edgenuity* to *Bright Thinker* to elevate academic rigor. Supported by CAREIALL Training, teachers used PLCs for interdisciplinary unit planning. To ensure core instruction effectively serves at least 80% of students, teams used data-driven routines, including the DLL facilitating a data look at the four-quadrant graph

method during fall and winter universal screening data meetings, to visually analyze core health and adjust teaching practices.

Leadership teams advanced the MnMTSS Framework by building staff capacity and streamlining workflows for multi-tiered support, assessment, and data-based decision-making. CCS expanded our “Screen, Identify, Intervene” protocol from ELA to math across fall, winter, and spring windows, standardizing tier placement. To bridge the gap between identification and instruction, Tier 2 interventions were aligned across all buildings, and *eduCLIMBER* was introduced to a core team to track student progress.

To support diverse learners, CCS provided twice monthly PLCs facilitated by the DLL that integrated brain-based learning, structured literacy, common vocabulary routines, and Universal Design for Learning principles, emphasizing multiple means of engagement, representation, and action/expression.

### **1.3. Describe how current student performance differs from the literacy goal detailed in the READ Act.**

CCS’ current student performance reveals a gap when measured against the READ Act goal of 100% of students reading at or above grade level beginning in kindergarten. According to our most recent Spring universal screening data, of the students that participated in screening, 48% of students in K-3 and 68% of our students in grades 4-12 scored at or above the proficiency state benchmark, leaving 32% of students in K-3 and 52% of students in 4-12 currently identified as reading below grade level and in need of structured literacy instruction and interventions. Transition to explicit Tier 1 curricula like *UFLI* and *Bright Thinker*, and implementing our unified MnMTSS screening frameworks, are critical steps to intentionally closing these achievement gaps.

### **1.4. State the district or charter school’s literacy goal(s) for the 2026-27 school year.**

By June 2027, our collaborative MnMTSS teams will dedicate one protected grade level team meeting per month for PLCs that are grounded in the Science of Reading and the MN READ Act. The DLL will coach staff on MDE-approved Structured Literacy and disciplinary literacy practices to eliminate learning gaps.

By June 2027, CCS will develop and implement traveling and digital libraries featuring themed tote bags, games, and decodable books. We will utilize MDE’s Families READ Toolkit and host evidence-based literacy nights to empower families with at-home Science of Reading practices aligned with the MN READ Act.

By June 2027, our MnMTSS team will establish a systematic parent notification plan using our Google Drive template folders for K-3 and 4-12. In compliance with the MN READ Act, this plan will clearly communicate universal screening data and available diagnostic data, identifying literacy needs to ensure transparent, evidence-based intervention partnerships with families.

**1.5. If a District Literacy Lead has been designated in the MDE Organization Reference Glossary (MDE-ORG), their information will appear on this page. If the person completing the survey is not the same as is listed, the contact information can be updated in question 5 of section 1. However, updating the contact information on the survey will not update MDE-ORG.**

Abi is listed as DLL on MDE's website

**1.6. Submit the URL for the location of the Local Literacy Plan to be posted on the district website.**

<https://crosslakekids.org/board-of-education/>

**Updated for 2026-27: Questions specific to the DLL Role**

**1.7. How much FTE is designated for the DLL position?**

CCS' DLL position is embedded into the District Teaching and Learning Coordinator's role and responsibility. This position is 1.0 FTE, with about 0.4 FTE dedicated specifically to DLL responsibilities.

**1.8. What degree of engagement does the DLL have with the district and / or school leadership team?**

CCS' DLL participates in weekly leadership meetings at both the school and district level, along with weekly meetings with each principal both individually and as a group.

**1.9. What license(s) does the DLL hold?**

CCS' DLL holds a valid Minnesota teaching license K-6th and is currently pursuing their masters degree in curriculum and instruction with anticipated graduation in October 2026.

**1.10. Has the DLL completed the MDE approved READ Act PD?**

Yes, CCS' DLL has completed both LETRS Volume 1 & 2 in 2023 as well as CAREIALL in 2025, with anticipated completion of Neuhaus in 2027.

## Section 2: Screening Tools K-3

## **SECTION 2: Screening Tools K-3**

### **2.1. Identify which MDE approved screener system is being utilized for each grade level K-3.**

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)
- Grade level not served

### **2.2. Identify what criteria was used to determine benchmark for screener data for each grade level.**

- MDE composites
- Vendor composites using vendor benchmarks
- Vendor composites using district set benchmark. If this is chosen, an additional question will appear where the district set benchmark must be identified.
- Other: If this is chosen, an additional question will appear where an explanation can be written.
- Grade level not served

### **2.3. Identify any additional screeners used in grades K-3. Use "NA" if additional screeners were not used.**

*We also used the STAR screener to help determine benchmark proficiency.*

### **2.4. Does the district plan to make changes to K-3 screening tools or criteria in the 2025-26 school year?**

*No*

### **2.5. If yes, which tool will be used in the 2026-27 school year?**

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

### **2.6. Describe any other changes to screening tools or criteria in grades K-3 that will be implemented in the 2026-27 school year.**

*There is current discussion on if CCS will continue to use a combination of FastBridge and Star to screen students or if we will return to Fastbridge exclusively, as we did in the 2024-2025 school year.*

## Section 3: Screening Tools 4-12

## **SECTION 3: Screening Tools 4-12**

### **Updated for 2026-27: Questions specific to the 4-12 approved screener, Capti ReadBasix**

**3.1. What process did the district use to identify students not reading at grade level? (2-step or integrated)**

*2-step process*

**3.2. If a two-step process was used, what tool was used in Step 1?**

Star Screener by Reinassance

**3.3. How often (frequency) was the tool administered?**

It was given 3 times this school year

**3.4. What criteria was used to determine which students were administered the Capti ReadBasix?**

Students who did not score at or above grade level benchmark on their winter screener and then were tracked for two months. Staff had two PLCs about determining which students would benefit from Capti and if the data gained would be insightful to help inform instruction and intervention. Staff collaborated closes with the Teaching and Learning Coordinator/DLL

**3.5. Which subtests were administered?**

All six subtests were administered

**3.6 Was Capti ReadBasix used for progress monitoring and if so, how was it used?**

No

# Section 4: Student Screening Data Submission

## **SECTION 4: Student Screening Data Submission**

### **NEW for 2026: Questions specific to how the K-3 and 4-12 screening data will be submitted**

#### **4.1. How will the screening data be submitted? **Vendor submission** or district submission?**

- If vendor submission, the user must confirm that omission of required data could result in the district being required to submit data directly to MDE.
- If district submission, the user must confirm that opting out of vendor submission places the responsibility on the district for reporting student data to MDE, in an MDE formatted spreadsheet.

#### **Reminder regarding district and School identifiers:**

- Complete district name as it appears in MDE ORG
- 4-digit district number (missing leading zeros are acceptable)
- Complete name for all schools as they appear in MDE ORG
- 3-digit school number for all schools (missing leading zeros are acceptable)
- District and school names should NOT be abbreviations or acronyms unless this is how the names are listed in MDE ORG

#### **Reminder regarding student personally identifiable information**

- 13-digit State Student ID (SSID) for each student screened (missing leading zeros are acceptable)
  - Often same as MARSS number
- Full first name
- Full last name
- Gender
- Birthday (DoB)

# Section 5: Screening Summary Student Counts K-3

## **SECTION 5: Screening Student Counts K-3**

In this section, districts will provide the following summary data for students in grades kindergarten through grade three: the number of students universally screened, and the number of students at or above benchmark in the fall, winter, and spring. Enter zero (0) in the table if no students are in that category.

Grade	Universally Screened Fall	At or Above Benchmark Fall	Universally Screened Winter	At or Above Benchmark Winter	Universally Screened Spring	At or Above Benchmark Spring
K	23	14	23	15	24	10
1	23	7	25	11	26	14
2	27	6	27	10	30	18
3	17	4	24	7	22	8

# Section 6: Dyslexia Screening Student Counts K-3

## **SECTION 6: Dyslexia Screening Summary Student Counts Grades K-3**

In this section districts will provide information about dyslexia screening in Grades K-3.

### **6.1. What process was used to administer the Nonsense Words subtest in Grades 2 and 3?**

- Integrated:** All students in Grades 2 and 3 were administered the Nonsense Words subtest
- 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
- Gated:** ONLY Oral Reading Fluency Words Correct Per Minute was used to determine which students received the Nonsense Words subtest
- Gated:** ONLY Oral Reading Fluency Accuracy rate was used to determine which students received the Nonsense Words subtest

### **6.2. What criteria was used to identify students demonstrating characteristics of dyslexia?**

- MDE composites
- Vendor composites using vendor benchmarks
- Vendor composites using district set benchmark *(If this is chosen, an additional question will appear where the district set benchmark must be identified.)*
- Other: Explain *(If this is chosen, an additional question will appear where an explanation can be written.)*
- Grade level not served

**6.3 Provide the following dyslexia screening summary data for students in grades kindergarten through grade three: the number of students screened for dyslexia, and the number of students demonstrating characteristics of dyslexia. Enter zero (0) in the table if no students are in that category.**

Grade	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	24	11
1st	26	9
2nd	32	10
3rd	22	9

**6.4. Does the district plan to make changes to dyslexia screening in grades K-3 in the 2026-27 school year.**

No

**6.5. If yes, describe changes to dyslexia screening in grades K-3 that will be implemented in the**

**2026-27 school year.**

# Section 7: Dyslexia Screening Student Counts 4-12

## **Section 7: Dyslexia Screening Summary Student Counts for Grades 4-12**

### **Required for 2026 (formerly optional in 2025): Questions specific to the 4-12 screening counts.**

In this section districts will indicate the number of students in each grade level, the number of students not reading at grade level who were screened for characteristics of dyslexia, the number of students demonstrating characteristics of dyslexia, and the number of students who were opted out of screening for grades 4-12. Enter zero (0) in the table if no students are in that category.

#### **7.1. Complete the following table.**

Grade	Total in Grade	Administered a step-one screening tool (0 if integrated)	Administered Capti ReadBasix	Identified as not reading at grade level and screened	Demonstrating Characteristics of Dyslexia	Opted Out of Screening
4th	21	0	5	5	3	0
5th	30	0	11	8	3	0
6th	39	0	6	4	3	0
7th	30	0	2	1	1	0
8th	35	0	7	3	1	0
9th	56	0	3	2	2	0
10th	82	0	3	0	0	0
11th	92	0	4	3	1	0
12th	83	0	3	0	0	0

# Section 8: DBDM in Action

## **SECTION 8: Data-Based Decision Making for Action**

In this section districts will discuss how READ Act screening data is used for data-based decision making to determine which students need more support in reading. This will include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

### **8.1. Describe the process and the data used to assure that evidence-based instruction and intervention is matched to a student's needs.**

Tier 2 and Tier 3: Once all students have all been screened, students who are identified as high risk may do some additional placement testing to help determine areas of need. Reading Interventionists and the Title I teachers utilize the PAST screener to identify needs in the area of phonemic awareness. Additionally, students take the LETRS phonics and word reading survey, and or the Words Their Way spelling inventory. Depending on students' needs, students may also take a Ufli, Groves or Read Naturally placement test to ensure that they are receiving instruction based on their skill level. Lastly, if appropriate, students may take the CORE Reading Maze Comprehension test. Each of these placement tests helps interventionists identify areas of need to ensure that each student is receiving what they need.

### **8.2. Describe the processes for monitoring fidelity and differentiating Tier 1 instruction.**

Schools worked in the fall and throughout the school year in shoring up resources used, their purpose, and streamlining use across grade levels and districts. During PLCs and staff meetings, these resources were referred to when looking at gaps in differentiation. A product of this was a new LMS selection and curriculum for Online K-3 and the reassured value of continuing to use the ELA curriculum in the In Person school.

Our plan going forward is to equip staff with protected time to collaborate with their grade level and subject peers to look at strengths and gaps in curriculum, using data to inform standard mastery and coverage to inform differentiated instruction as well as fidelity between the written and taught curriculum.

### **8.3. Provide the criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.**

CCS' Screen, Identify, and Intervene system operates on a cyclical schedule throughout the fall, winter, and spring. The process begins with universal screening during the first six weeks of the term, by February 15th, and again in the final six weeks. During this phase, staff administer Fastbridge subtests to students in kindergarten and first grade, covering both vendor and READ Act requirements, while second and third graders receive only READ Act subtests. Additionally, Star Reading assessments are conducted

for grades two through four, and CBMR assessments are administered to students in grades four through twelve. Capti was used as a gated system in the spring for students who were identified as high risk.

Once screening is complete, the focus shifts to determining composite scores for each student using vendor-specified methods. Students falling into the red or yellow categories—those scoring between the 1st and 40th percentile—are organized into a dedicated spreadsheet tab. During the final week of the screening period, the team holds data meetings to determine levels of concern regarding risk and potential dyslexia characteristics. These meetings are led by the Teaching and Learning Coordinator, with the MnMTSS Lead Team participating online and the Title I Team attending in person.

Following these evaluations, the system dictates specific actions based on the identified level of concern. Students with little to no concern continue with standard core, or Tier 1, instruction and require no additional action. For those with moderate concerns, the district implements differentiated and intensified core instruction or supplemental Tier 2 instruction, supported by AmericaCorps staff for in-person learning, with progress monitored at least every two weeks and parents notified. Anyone identified as "red" on the Star Scale Score is required to receive Tier 2 instruction from either a teacher or an interventionist. Finally, for students with significant concerns, the district completes diagnostics and provides supplemental Tier 2 or intensive Tier 3 instruction, often utilizing Capti ReadBasix, with progress monitoring occurring at least every two weeks and parental notification.

**8.4. How often is progress monitoring data collected for students in Tier 2?**

- More than once a week
- Once a week
- Once every two weeks
- Once a month
- Other: explain

**8.5. How often is progress monitoring data collected for students in Tier 3?**

- More than once a week
- Once a week
- Once every two weeks
- Once a month
- Other: explain

**8.6. Provide the K-12 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.**

This is an area of growth for CCS. Currently, our MTSS process includes both parent/team meetings and staff meetings that are used to determine if interventions are working, and what changes and additions to interventions need to be made. Monitoring and checks happen every 2 weeks to determine who needs follow-up.

**8.7. Provide the criteria for exit from supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. Be sure and specify any difference in processes at the elementary and secondary school levels.**

A data meeting is conducted after each benchmark screening window to see student progress between windows. During the data meeting, we look at who no longer meets the requirements for Tier 2 or Tier 3 interventions. For next year, we will be adding criteria of students scoring at least three consecutive data points against the next benchmark window's target to exit intervention before screening benchmark windows for both elementary and secondary levels.

**8.8. Does the district or charter school use personal learning plans for literacy?**

Not formally

**8.9. If yes, for which students is the district or charter school utilizing a personal learning plan for literacy? Check all that apply:**

- All students not reading at grade level
- Students receiving supplemental (Tier 2) support
- Students receiving intensive (Tier 3) support

**8.10. If yes, briefly describe what components are included in the personal learning plans.**

NA

**8.11. Does the district plan to make changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2026-27 school year?**

Yes

**8.12. If yes, describe changes to data-based decision making for action that will be implemented in the 2026-27 school year.**

In the 2026-2027 school year, CCS will prioritize equipping staff with protected time within school hours to collaborate across grade levels and subjects. Teams will analyze data to identify curriculum strengths and gaps, tracking standard mastery to ensure fidelity between the written and taught curriculum while effectively informing differentiated instruction. This proactive teamwork will integrate with CCS' current MTSS process, which utilizes twice monthly monitoring checks alongside regular parent and staff conferences to evaluate intervention efficacy and determine necessary adjustments or follow-up care.

# Section 9: Parent Notification & Involvement

## **SECTION 9: Parent Notification and Involvement**

**9.1 Are parents or guardians notified when children are identified as not reading at grade level?** If yes, the district will respond to 4.2 to 4.6. If selection is no, survey will skip to question 4.7.

Yes

**9.2. Identify all grade levels in which parents are notified.** The check all that apply, options will include grades K to 12.

*K-12th grade*

**9.3. For grades selected in 9.2, what is the frequency of parent notification?**

- 3 times per year, after screening window
- 2 times per year
- 1 time per year
- Other: Explain

**9.4. If "other" is chosen above, please explain further.**

NA

**9.5. What methods are used to notify parents or guardians when children are identified as not reading at or above grade level? Check all that apply:**

- Digital messaging (email, text, or communication app)
- Parent teacher conferences
- Mailed letter
- Letter sent home with student
- Other: Describe

**9.6. What is included in the parent notification? Check all that apply:**

- 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
- Other: Describe

**9.7. How are families or the community engaged around literacy? Check all that apply.**

- Family engagement nights
- Parent teacher conferences
- School events
- Other: Describe

**9.8. Does the district plan to make changes to parent notification in the 2026-27 school year?**

Yes

**9.9. If yes, describe the changes to parent notification and involvement that will be implemented in the 2026-27 school year.**

In alignment with the READ Act, several key enhancements will be made to our parent/guardian notification and family engagement strategies for the 2026-2027 school year. To maximize community outreach, our Title I job descriptions now include coordinated partnerships with school family and community engagement coordinators, ensuring cohesive communication regarding student progress. Parents will receive newly streamlined notification letter templates tailored specifically to grade bands (K-1, 2nd-3rd, and 4th-12), to ensure relevant, clear information. Additionally, families will be able to access digital literacy, providing extended literacy resources directly at home. Finally, to comfortably accommodate busy family schedules and childcare needs, we will bring back an annual Literacy and math Night to feature flexible attendance options, including live session and prerecorded options to be available on demand.

# Section 10: Core Curricular Resources

## Grades K-5

## **SECTION 10: Core Curricular Resources Grades K-5**

In this section districts will indicate the curricula used for core reading instruction at each grade level K-5. They will also indicate how the curriculum is used and the minutes per day of instructional delivery.

### **10.1. Does the district serve students in any grades between K and 5?**

Yes

**10.2. If yes, please indicate which K-5 grades the districts or charter serves.** The check all that apply, options will include grades K to 5. Districts will then indicate how many different core curricula are used for each grade, level K-5. **Eg: If K is selected, how many core curricula are implemented in Kindergarten?**

K-5

### **10.3. For each core curricula indicated above districts will need to provide:**

#### **Name of the Core Curricula**

The following dropdown will include a list of all MDE/CAREI reviewed core curricula and their level of alignment with structured literacy. This list is presented in alphabetical order. The last option on the list is "other" to be used for any core curricula districts utilize that was not reviewed by MDE and CAREI. Select the "other" option. ONLY if the curricula used is not listed. A list of the curricula reviewed by MDE/CAREI can be found on the MDE

- 95 Phonics Core Program (95 PCP)
  - K-3, 2020
  - 4-5, 2023 (Partially Aligned)
- Amplify Core Knowledge Language Arts (CKLA)
  - K-5, 2022 (Partially Aligned)
- ARC Core
  - K-5, 2017 Edition, 2022 and 2023 Print Run (Not Aligned)
- Benchmark Advance
  - K-5, in press (Partially Aligned)
- Bridge to Reading Foundational Skills Kit (Heggerty),
  - K-2, 2023 (Partially Aligned)
- Bridge2Read, Serve Minnesota,
  - K-3, 2024 (Highly Aligned)
- Collaborative Literacy
  - K-2, 2021

- 3-5, 2023 (Minimally Aligned)
- EL Education Open Up,
  - K-5, 2017 (Highly Aligned)
- Foundations A-Z (Learning A-Z),
  - K-5, 2023 (Not Aligned)
- Functional Phonics+Morphology,
  - K-5, 2023 (Highly Aligned)
- Foundations,
  - K-3, 2012 (Non-ranked)
- HMH Into Reading,
  - K-5, 2022 (Partially Aligned)
- Imagine Learning EL Education
  - K-5, 2019 (Partially Aligned)
- Magnetic Reading Foundations
  - K-2, 2023 (Highly Aligned)
- myViewLiteracy
  - K-5, in press (Minimally Aligned)
- Open Court Reading
  - K-5, 2023 (Minimally Aligned)
- Ready4Reading
  - K-3, 2023 (Minimally Aligned)
- Really Great Reading: Countdown
  - Kindergarten, 2017; Blast Foundations Grade 1, 2014; HD Word, Grade 2, 2015 (Partially Aligned)
- The Superkids Reading Program
  - K-2, 2017 (Minimally Aligned)
- UFLI Foundations
  - K-2, 2022 (Highly Aligned)
- Wit & Wisdom
  - K-5, 2023 (Highly Aligned)
- Wonders
  - K-5, 2023 (Partially Aligned)
- Other (If this is chosen, an additional question will appear where the title of the “other” curricula can be written )

*Fishtank Learning- Knowledge Building*  
*Edgenuity- Comprehensive*  
*Heggerty- Supplemental*

### Curriculum Type

Choose how this curriculum is being utilized.

- Comprehensive
- Foundational
- Knowledge Building
- Supplemental
- Other

### Instructional Delivery Minutes per Day

Indicate the minutes per day of instructional delivery for the curriculum chosen.

Fishtank Learning- 60 minutes

UFLI & Heggerty- 20-30 minutes

Edgenuity- 30 minute average

### 10.4. Does the district plan to make changes to core curricula resources in grades K-5 in the 2026-27 school year?

Yes

### 10.5. If yes, describe the changes to core curricular resources in grades K-5 that will be implemented in the 2026-27 school year.

K-3rd online will be going from Edgenuity to Bright Thinker for their comprehensive ELA instruction, supplementing with UFLI, starting in the 2026-27 school year. 4th-5th grade will be transitioning from Edgenuity to Flexpoint for their comprehensive ELA instruction starting in the 2026-27 school year.

In-person students in grades 3rd-8th will be receiving at least 20 minutes of phonics instruction through the new curriculum UFLI: Word Origins. This directly builds off the existing UFLI curriculum that is used K-2nd. Instructional coaching will be provided throughout the year to ensure successful implementation and instruction.

### Additional Questions:

#### (10.3) Describe the process the district or charter school used or will use to select an evidence-based Tier 1 (Core) curricular resource

During the 2025-2026 school year, CCS engaged in a collaborative process to select an evidence-based Tier 1 (Core) ELA curricular resource for online and monitoring the first year implementation of a knowledge based curriculum in the In-Person school. To begin, the DLL partnered with each school's created leadership team to conduct an initial review of the market, vetting potential programs against critical benchmark criteria. Materials and lessons were audited to ensure they strictly

met all READ Act requirements, aligned with evidence-based practices rooted in the Science of Reading, and featured a robust, actionable assessment suit.

Once high-quality options were successfully vetted, they were presented to instructional staff. Teachers were given opportunities to thoroughly review the physical and digital materials, ensuring usability. Following this review period, the team met over several weeks and facilitated collaborative discussion, weigh feedback, and analyze how well each program serves our diverse student needs. This structured, inclusive process ultimately led to the consensus-based selection of successful Year One implementation in the In-Person school and purchase of a new core curriculum for online students.

**(10.4) Describe the selection and implementation timeline (e.g. selection, training, fidelity checks, standards alignment).**

CCS has established a rigorous implementation timeline. The curriculum maps for Quarter 1 will be fully developed by the DLL and will be shared with teachers for their return to school in August. These will ensure immediate vertical and horizontal standards alignment. To maintain strong instructional fidelity and provide ongoing teacher support, the DLL will provide targeted, job-embedded instructional coaching and will facilitate once monthly PLCs focusing solely on analyzing real-time data instructional pacing, modeling evidence-based Tier 1 routines, and evaluating the quality of student work against state standards.

Our ongoing implementation is structured around a comprehensive assessment cycle designed to drive data-informed instruction. Teachers will utilize formative classroom and course assessments weekly to evaluate student mastery of specific core text standards. To address developing gaps early, a progress monitoring framework will be used for target student grouping. This continuous monitoring is anchored in our universal screening, done three times a year. In PLCs, the leadership team and staff will review this layered data to refine curriculum map pacing, plan necessary scaffolds, and ensure Tier 1 core instruction remains highly effective and responsive for all learners.

# Section 11: Reading Interventions K-12

## **SECTION 11: Reading Interventions Grades K-12**

### **UPDATED for 2026: Questions specific to Tier 2 and Tier 3 resources**

In this section districts will indicate the supplemental (Tier 2) and intensive (Tier 3) interventions used to support literacy instruction at each K-12 grade level. Note: Tier 2 and Tier 3 intervention resources do not have to be different.

#### **11.1. Reading Interventions**

Example Table:

Grade	Supplemental (Tier 2) Reading Intervention(s)	Intensive (Tier 3) Reading Intervention(s)
Kindergarten	Sound Partners, UFLI	UFLI
1st Grade	Sound Partners, UFLI	UFLI
2nd Grade	Sound Partners, UFLI	UFLI
3rd Grade	Groves Academy, UFLI	UFLI
4th Grade	Groves Academy, Read Naturally	Groves Academy
5th Grade	Groves Academy, Read Naturally	Groves Academy
6th Grade	Groves Academy, Read Naturally	Groves Academy
7th Grade	Groves Academy, Read Naturally	Groves Academy
8th Grade	Groves Academy, Read Naturally	Groves Academy
9th Grade	IXL, MyPath, Exceptional Student Suite,	IXL, MyPath, Exceptional Student Suite,
10th Grade	IXL, MyPath, Exceptional Student Suite,	IXL, MyPath, Exceptional Student Suite,
11th Grade	IXL, MyPath, Exceptional Student Suite,	IXL, MyPath, Exceptional Student Suite,
12th Grade	IXL, MyPath, Exceptional Student Suite,	IXL, MyPath, Exceptional Student Suite,

#### **11.2. Does the district plan to make changes to reading interventions in grades K-12 in the 2026-27 school year?**

Yes

**11.3. If yes, describe the changes to reading interventions in grades K-12 that will be implemented in 2026-27 school year.**

At least one online student will utilize UFLI in 9th-12th. The in-person special education team will utilize Groves Academy. CCS will also be purchasing and implementing UFLI: Word Origins for Tier 1-3 intervention purposes for grades 3rd-12th.

# Section 12: Literacy Aid Funds

## **SECTION 12: Literacy Aid Funds**

In this section districts will respond to the following funding questions regarding annual Literacy Incentive Aid.

### [Regional Literacy Incentive Aid Amounts](#)

#### **12.1. What amount of literacy incentive aid was received in the 2025-26 school year?**

\$17,309.81

#### **12.2. What amount of literacy incentive aid was spent in the 2025-26 school year?**

The budget is not finalized, but an estimated \$ \$5,534 was spent.

#### **12.3. Check all eligible uses of literacy incentive aid for which funding was applied in the 2025-26 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
- Employing a reading intervention specialist
- Approved literacy screeners (this can include materials, training and coaching)
- Cost of substitute teachers to allow teachers to complete literacy professional development
- Stipends for teachers completing literacy training
- Not applicable

# Section 13: Professional Development Plan

## **SECTION 13: Professional Development Plan**

**13.1. Name of the approved professional development program selected for Phase 1 educators. Check all that apply.**

- CORE OL&LA
- LETRS
- CAREIALL

**13.2. Date of completion (or expected completion) for Phase 1 Professional Development: (MM/DD/YYYY format)**

05/31/2025

05/22/2026

**13.3. How were your synchronous sessions facilitated? Check all that apply:**

- Vendor Provided Facilitator
- Local Certified Facilitator

**13.4. If LCF was selected, did the LCF participate in the Community of Practice for Local Certified Facilitators?**

NA

**13.5. Describe how the district or charter school is supporting teachers who do not complete the approved training at the vendor recommended 80% proficiency level.**

**13.6. Describe the fidelity data that is being 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.**

CCS' DLL will be conducting walkthroughs at least twice monthly, using the resources identified in the LETRS for Administrators training manual. We will specifically be using Administrator's Literacy Framework, Instructional materials Surveys, and Application of Concepts resources.

**13.7. Describe how the district or charter school is implementing coaching support and feedback based on the results of the fidelity data 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.**

CCS will be having grade-level and department meetings at least once a month with the DLL, and instructional coach if applicable, to review data collected as well as review, reflect, and update curriculum maps to ensure that what is written down is being taught effectively and to identify areas of improvement to provide appropriate resources and additional coaching/support.

**13.8. Describe how the changes in instructional practices have impacted students and provide evidence of this impact.**

CCS has regular data analysis meetings hosted by our DLL. This process has worked to put a spotlight on data and how we can use it to implement change. This has led to the identification of areas of need. For example, we are changing our SIS system and piloting a new LMS and curriculum. CCS will also implement PLCs with fidelity, and we are appointing department heads specifically for our online school, which will be in addition to our Lead Teachers. This will ensure that student data is at the forefront and is used to make informed decisions, which aligns with our MnMTSS framework, and helps departments and leadership make changes that support all students. For example, an examination of our assessments and screening data has led to an overhaul of our intervention process and has led to changes in the assessments and screeners that we will use to best meet students' and data gathering needs.

CCS also provides PD that is aligned with our MnMTSS framework, and always with a goal of further supporting teachers and students. CCS offers varied topics that are focused on supporting students academically and their Mental Health. Many of these PD opportunities throughout the years have led to changes that have positively impacted students. For example, an examination of SEL practices led to a partnership with ReGroup Counseling Services. This implementation has provided countless students and staff with Mental Health support.

**13.9. How has the district implemented professional development around culturally responsive practices? Include a description of the plan for supporting teachers with implementing culturally responsive literacy practices.**

Various trainings were offered to staff as applicable to their specific school, such as In Person completing Fishtank Learning ELA training focusing on cultural texts and Online completing training focusing on gender inclusivity. This is our focus for next year's professional development around culturally responsive classroom, using MDE's 8 Standards of Effective Practice.

**13.10. How did the district engage with the Regional Literacy Network? Check all that apply.**

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district support with implementation of evidence-based structured literacy practices
- Other, explain: (includes a textbox for the description)

**13.11. Describe any additional literacy-focused professional development opportunities the district or charter school will be providing. Provide any specific alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas) if applicable.**

A few teachers attended professional development at the Regional Co-Op, Sourcewell, with Kristin Bauk on alignment to the 2020 Standards, specifically looking at the correlation between Common Core standards and the MN 2020 ELA standards.

**13.12. Does the district plan to make changes to the professional development plan in the 2026-27 school year?**

Yes

**13.13. If yes, describe changes to the professional development plan that will be implemented in the 2026-27 school year.**

CCS will be updating our Cultural Competency framework/rubric and providing extensive training in this area to meet requirements by PELSB. Phase Two teachers and staff will be attending Neuhaus professional development, alongside CCS' DLL, during the 2026-2027 School Year. There will also be a focus on interdisciplinary vocabulary and comprehension instruction. CCS will continue to train paraprofessionals using the resources created by the Regional Co-Ops and MDE.

# Section 14: PD Educator Count

## **SECTION 14: Professional Development Educator Count**

In this section districts will provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training. Enter zero (0) if no educators are in that category.

For the Grades 4-5 (or 6) Classroom Educators count, please include educators that the district deemed in need of training during Phase I. All other grade 4-6 educators should be reported in the Phase II educator count.

### **14.1 Educator Counts for Phase 1 Table:**

Phase 1: Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	1	0	0
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	1	1	0	0
K-3 Classroom Educators	8	8	0	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	2	2	0	0
K-12 Reading Interventionists	4	4	0	0
K-12 Special Education Educators responsible for reading instruction	11	11	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	1	1	0	0

Phase 2: Educator Role	Total in District or Charter Organization	Completed Training	Training in Process	Need Training
Grades 4-12 Classroom Educators responsible for reading instruction	6	3	0	3
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	7	0	0	7
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	4	3	0	1

# Section 15: MTSS

## **SECTION 15: Multi-Tiered System of Supports (MTSS)**

In this section districts will answer questions about MTSS. MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) framework and encourages districts to adopt this framework when implementing MTSS.

### **15.1. Is the district implementing a multi-tiered system of support framework?**

Yes

### **15.2. If yes, is the district or charter school using the MnMTSS framework?**

Yes

### **15.3. If yes, has the district participated in the MDE MnMTSS professional learning?**

Yes

### **15.4. Does the district plan to make changes to MTSS in the 2026-27 school year?**

Yes

### **15.5. If yes, describe changes to MTSS that will be implemented in the 2026-27 school year.**

Both CCS' In Person and Online MnMTSS teams are structurally united to resolve systemic core gaps identified in our annual SEMI-DLT. To meet these benchmarks, each school's team is working on ways to improve their school to contribute to the overall district goals. This dual approach ensures that despite unique environmental needs, both schools achieve similar rigor and execution within the MnMTSS framework.

For the 2026-2027 school year, CCS' online school will streamline its MTSS processes by centralizing all student data, intervention tracking, and team meeting logs within *eduCLIMBER* and *Infinite Campus*. The MTSS Lead will proactively analyze these data reports to identify students falling behind, gather qualitative insights from teachers, learning coaches, and case managers, and systematically monitor senior credit tracking to deploy targeted, evidence-based interventions. While the electronic referral form will remain a vital tool for staff, the upcoming year's implementation will place a significantly heavier emphasis on structured progress monitoring and increasing parent/guardian involvement to support student success.

CCS' in person school will modernize its MnMTSS workflow by transitioning from a paper-based referral system to an electronic referral form, prioritizing a unified formatted shared district wide. The established Student Support Team will continue to meet regularly to discuss student needs, discuss and assign targeted, evidence-based interventions, and monitor progress over time. Additionally, a primary

focus for the upcoming school year will be developing and implementing proactive strategies to increase parent and guardian involvement throughout the intervention process.

# Section 16: Dual Language Immersion

## **SECTION 16: Dual Language Immersion Programs**

### **NEW for 2026: Questions specific to Dual Language Immersion Programs (DLI)**

#### **Summary - questions still in development**

**16.1 The first question to the user will be if the district has a DLI program.** If no, the user can move on. If yes, the user will need to respond to questions specific to:

- Partner language
- Name of school sites
- Grades included
- Percent of student in the DLI program, and
- Screening tools used by language

**16.2 Schools with a DLI program will need to answer questions specific to:**

- K-3 screening counts including number of students by grade, in the DLI program, screened, and reading at or above benchmark in spring.
- 4-12 screening including number of students by grade, in the DLI program, screened, identified a not reading at grade level, and number of students who opted out.