Cologne Academy Local Literacy Plan

2025-2026

District: 4188

Last revised: June 2025

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Your Future Starts Here!

VISION STATEMENT

Create a content-rich learning environment that prepares K-8 children to achieve their best as students and as people of character who will contribute skill and knowledge to their communities.

MISSION STATEMENT

To prepare students for academic success through excellence in literacy by integrating the Core Knowledge Sequence.

Cornerstones:

1. Individual Student Achievement
2. Character Development
3. Enriched Curriculum
4. Parent Involvement
5. Low Student to Teacher Ratios

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Introduction & Acknowledgment

Literacy is the foundation for lifelong learning, critical thinking, and opportunity. This local literacy plan reflects our commitment to ensure all scholars reach their highest potential through literacy. This work would not be possible without the support and vision of our authorizer, Friends of Education. Their dedication to literacy and exemplary outcomes has empowered us to set and maintain a high bar for student achievement. We gratefully acknowledge the Friends of Education Board for fostering an environment where innovation, research, and best practices can align to strengthen schools. Their commitment to excellence allows us to set ambitious goals for student learning and continuously improve our instructional approaches.

Our work is guided by the principles of Literacy, Engagement, and Rigor (LER). As part of this initiative, we collaborate with partner schools to conduct teacher observations and provide feedback focused on literacy instruction, student engagement, and rigor within the classroom. This collaborative approach not only elevates the quality and effectiveness of lesson delivery but also enhances student learning outcomes. Moreover, it strengthens our practice through improved fidelity, inter-rater reliability, and ongoing academic discourse around evidence-based literacy instruction.

Thanks to this collaborative effort and the support of Friends of Education, we continue to make significant progress toward our LER outcomes, which include:

- Understanding the reading brain and its impact on reading development
- Analyzing literacy lessons to identify the components of Scarborough's Rope
- Deepening understanding of Phonology and Orthography
- Integrating learning from LER and LETRS training into meaningful instructional practice

With sincere gratitude, we thank Friends of Education for championing literacy as a cornerstone of academic and life success. Their belief in our mission and students continues to inspire and elevate our work every day.

Section 1. Minnesota READ Act Goals

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 Minn. Stat. 120B.12 (2023).

Throughout Cologne Academy's educational existence, data has guided curriculum and instructional support. The school uses standardized tests such as the MCA and norm referenced assessments such as FastBridge[1] to determine year-long results. To determine weekly and monthly growth, the school uses interim assessments created by the Curriculum Specialist(s) in partnership with the principals and teachers. These assessment results indicate which students need further instructional support and in what specific skill area. These deficits are addressed through future lessons and additional instruction by trained reading interventionists. Guided by our mission and vision, Cologne Academy achieves its goals through the use of research-based curriculum, effective instructional strategies, and multiple measures of assessment. These elements come together to create a learning environment where students build strong reading skills and thrive in their understanding of the written world around them.

Cologne Academy's Literacy Goals

Cologne Academy's literacy goals for the 2024-25 school year:

- ★ On the aReading and aMath FastBridge Spring assessment, Cologne Academy will have more students college and career ready than the national average, with testing at least 85% of their current 8th grade students.
- ★ Cologne Academy will collect foundational reading skills data (including phonemic awareness, phonics and decoding, fluency and oral language) for all students in kindergarten through third grade, including multilingual learners and students receiving special education services with the screeners and timelines listed on the chart below. One hundred percent of students in grades Kindergarten through 3rd grade will meet or exceed the 'low risk' benchmark or will be part of the MTSS interventions.

[1] www.fastbridge.org

Progress Towards Goals

To support progress toward our 2024-2025 goals, our professional learning efforts have prioritized building teacher expertise through ongoing professional development in LETRS (Language Essentials for Teachers of Reading and Spelling) training and the implementation of the Literacy, Engagement, and Rigor (L.E.R.) initiative. L.E.R. has advanced our efforts to improve student achievement in reading. With the support of Friends of Education, we conducted structured classroom observations at Cologne Academy as well as a partner school to provide targeted feedback to our teachers on literacy instruction, student engagement, and rigor. Grounded in the science of reading and supported by LETRS (Language Essentials for Teachers of Reading and Spelling) training, teachers are now better equipped to recognize where each student is in their literacy journey and adjust instruction to meet those individual needs. This shift has fostered more intentional, data-driven teaching, particularly in foundational reading skills. Rather than relying on one-size-fits-all approaches, teachers are confidently diagnosing specific gaps and tailoring instruction in real time.

In alignment with our goals, we've also adjusted the default benchmarks in FASTBridge to raise expectations and cast a broader net, ensuring more students who may otherwise have been overlooked are identified for early support. Our Teacher Support Team (TST) works to monitor student progress more efficiently, allowing for timely adjustments to intervention instruction. Additionally, the team has become more knowledgeable in utilizing diagnostic measures to troubleshoot when interventions are less effective than expected and students are not making adequate progress.

Student Performance

According to the READ Act, the goal is for all students to read at or above grade level every year, beginning in kindergarten. While a majority of our students are meeting this expectation, current performance data shows that there are still gaps between where our students are and where we want them to be. These gaps highlight the ongoing need for targeted interventions and high-quality tier 1 instruction. We remain firmly committed to ensuring that all students become proficient readers and are actively working to close these gaps through strategic interventions and continued investment in teacher development

2025-2026 Cologne Academy's Literacy Goals

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Section 2. Screening Tools K-3

MDE Approved Screener for Grades K-3

FASTBridge

- Kindergarten: earlyReading
- First Grade: earlyReading and CBMreading
- Second Grade: CBMreading
- Third Grade: CBMreading

Criteria to Determine Benchmark for Screener Data

Cologne Academy uses vendor-provided composite scores from the FASTBridge universal screening tool, combined with district-set benchmarks, to determine benchmark criteria for each grade level. The school adjusts FASTBridge's default benchmarks to be more rigorous, intentionally casting a broader net. This approach helps identify and serve more students who may be at risk for poor reading outcomes, even if they would not have been flagged under the default criteria.

To assess reading growth and risk for poor reading outcomes - kindergarten and first grade students take the FastBridge earlyReading assessment. This is an evidence-based assessment used to screen and monitor student progress. A composite of four specific sub-tests are given per benchmark period. The composite varies from fall, winter, or spring, per grade level to best match reading skill development and reliably assess risk. Second - eighth grade students take the FastBridge aReading (Adaptive Reading) assessment in the spring, winter, and fall. The aReading assesses

phonemic awareness, phonics, decoding, vocabulary, and comprehension. aReading is a computer-administered adaptive measure of broad reading that is individualized for each student. First through fourth graders are administered the CBMreading (curriculum-based measure reading) assessment. This research-based assessment involves teachers listening to students read, allowing them to gather important details about the student's current reading skills. Through CBMreading, teachers can assess areas such as phonemic awareness, phonics, and fluency. Benchmark/criterion standards are specified for each grade level, which are used to identify students at risk for poor reading outcomes and set end of year goals.

All students are given the FastBridge assessment in their classrooms or in an alternate area in the building where a quiet environment is the expectation. Staff are in the testing area to help redirect and/or provide technical assistance. If a teacher notices that a student is exhibiting nervousness or anxiety, the teacher will positively encourage them to slow down and remind the scholar to "show what you know." All classes are scheduled the same amount of time for each assessment and more time is given to students who have not yet completed the assessment. If students are absent, they are given the opportunity to take the assessment upon their arrival back to school.

X - Required

✔ - Screened at Cologne Academy

Required Subtests	Fall	Winter	Spring
Kindergarten			
earlyReading: Letter Names	X✔	X✔	X✔
earlyReading: Word Segmenting	X✔	X✔	X✔
earlyReading: Letter Sounds	X✔	X✔	X✔
earlyReading: Nonsense Words	optional	X✔	X✔
earlyReading: Concepts of Print	✔		
earlyReading: Onset Sounds	✔	✔	
earlyReading: Sight Words			✔
Grade 1			

earlyReading: Word Segmenting	X✔	X✔	X✔
earlyReading: Nonsense Words	X✔	X✔	X✔
CBMReading: Oral Reading Fluency	Sentence Reading	X✔	X✔
earlyReading: Sight Words	✔	✔	✔
Grade 2			
CBMReading: Oral Reading Fluency	X✔	X✔	X✔
aReading	✔	✔	✔
earlyReading: Nonsense Words	dyslexia screening	dyslexia screening	dyslexia screening
Grade 3			
CBMReading: Oral Reading Fluency	X✔	X✔	X✔
earlyReading: Nonsense Words	dyslexia screening	dyslexia screening	dyslexia screening
aReading	✔	✔	✔
AUTOReading	✔	✔	✔

Section 3. Screening Tools 4-12

Grade 4			
aReading	✔	✔	✔
AUTOReading	✔	✔	✔
CBMReading: Oral Reading Fluency	✔	✔	✔
Grade 5-8			
aReading	✔	✔	✔
AUTOReading	✔	✔	✔
CBMReading: Oral Reading Fluency	optional	optional	optional

Determining Students Not Reading at Grade Level

Beginning in the fall of the 2025–2026 school year, Cologne Academy will implement the MDE-approved Capti ReadBasix tool to screen for characteristics of dyslexia in students who are not reading at grade level, in alignment with the Minnesota READ Act. For students in grades 4-8, we will use FASTBridge FASTtrack Reading, specifically the aReading and AUTOreading assessment, as our initial universal screener to evaluate foundational reading skills. Students identified through this screening as performing below grade level (some risk or high risk) will then be referred for additional screening using the FAST CBM. Students scoring high risk for rate or flagged for accuracy will then be administered the Capti ReadBasix tool. Here are the steps:

Step 1: Administer FASTBridge aReading and AUTOreading to determine which students have not mastered foundational reading skills. Students performing at some risk or high risk, are then administered the FAST CBM.

Step 2: Students who score in high risk for rate or are flagged for accuracy on the CBM in step 1 are identified as not mastering foundational skills. These students are administered all six subtests of Capti ReadBasix. Completing all subtests allows for a comprehensive assessment of a student's foundational literacy skills and reading comprehension.

Plan for the Frequency and Timing of Administration of Capti Access with ReadBasix

Students in grades 4-12 determined to not be reading at grade level will be administered the Capti ReadBasix assessment in the fall, winter, and spring.

Subtests Required to Screen for Dyslexia

Subtests	Skill Assessed	Number of Items	Administration Time
Word Recognition and Decoding	Ability to recognize known words in print and link letters with their sounds to read new words	30 items	5-8 minutes
Vocabulary	Vocabulary knowledge	30 items	5-9 minutes
Morphology	Ability to identify and use various word parts	30 items	5-10 minutes

Reading Efficiency	Ability to silently read text accurately and at an appropriate rate for understanding	32-41 items (2 passages)	5-9 minutes
		Total Time for Required Subtests	20-36 minutes

Recommended Subtests

Subtests	Skills Assessed	Number of Items	Administration Time
Sentence Processing	Ability to comprehend sentences of varying complexity	25 items	5-9 minutes
Reading Comprehension	Ability to understand text	31-32 items (4 passages)	20-30 minutes
		Total Time for All Subtests (Required + Recommended)	45-75 minutes

Section 4: Parent Notification and Involvement

Parent/Guardian Communication After Screening (Fall, Winter, Spring): Timely notification is provided to families of K-8 students who are not reading at or above grade level, including screening results and the following information:

1) Students reading proficiency
2) Reading intervention services currently or scheduled to be provided to the student
3) Student's progress monitoring data/plan
4) Strategies for families to support their student at home

Communication format: email and letter sent home with student

Opportunities for teachers to communicate student progress are scheduled throughout the year. At pre-conferences, held before the school year starts, parents and students meet the teacher to learn about classroom expectations, educational goals, and behavioral expectations. These initial conferences establish a foundation for ongoing communication throughout the year.

The next parent-teacher conference occurs in the fall after the FASTBridge screening assessment, *CKLA Skills Running Records*, and Math Interim Assessments. At this time, teachers share the academic assessment data with parents, detailing both the skills where students excel and areas where they need further development. This collaborative effort ensures parents stay informed and can actively support their child's educational growth.

As part of this data sharing process, teachers provide parents with students' FAST Family Reports, which offer insights into their percentile ranking compared to peers within the district and nationally. Additionally, the reports indicate the students' reading outcome risk level, ranging from high risk to on target. Alongside these reports, teachers also share samples of student work completed in class, offering further context for parents to understand their child's academic progress.

The final parent-teacher conference is scheduled after the second administration of FASTBridge, *CKLA Skills Running Records*, and Math Interim Assessments. This allows for a comprehensive review of student growth from fall to winter and provides an opportunity to discuss progress and next steps. Since there is not a conference after the winter assessments, teachers will communicate the results and skill focus through email or other means to keep parents informed. Families are encouraged to reach out to teachers with questions or concerns regarding their student's progress at any time throughout the year.

Students identified as not meeting benchmarks on academic assessments are referred for reading interventions. When this occurs an email and paper notification are sent home informing the parents or guardians of the specific skill to be targeted in the intervention and supports to be provided.. When a student enters interventions, the interventionist will send weekly or bi-weekly updates about what is being learned and practiced. The interventionist will also include strategies to continue practicing the targeted skills at home. When needed or requested, the interventionist will also provide weekly progress monitoring data. If the student meets criteria to exit interventions, a letter will be sent home to notify parents. Below is an example of strategies an interventionist may include in their communications home:

Students working on phonemic awareness:

The following are additional ideas for ways to encourage your student at home. These activities can be done anywhere at any time; you can practice while riding in the car, or while playing outside, or while getting ready for school in the morning. Be creative to fit practice into the activities that make sense for your family.

- Name 3 things (animals, names, objects in your home, foods) that begin with the same sound.
- Using the sounds listed above, play copycat with an adult – have the adult say the sound first, then you say it.
- Trace the letter (using a finger in the air, or on someone's back, or on different surfaces, scratchy, soft, smooth) and say the sound 3 times.
- Play "I Spy" with your sounds, "I spy something red that starts with a _____ sound."
- Play with words. Ask your child to say each sound they hear in a word, or to blend together word parts or sounds to make words. "What word am I saying? Note. Book." (notebook)

Students working on fluency:

The following are additional ideas for ways to encourage your student at home. These activities can be done anywhere at any time; you can practice while riding in the car, or while someone is cooking, or before going to bed at night. Be creative to fit practice into the activities that make sense for your family.

- Read using your best expression.
- Practice reading every other sentence aloud with an adult.
- Practice reading every other word aloud with an adult.
- Read and then explain what the story is about.
- Read twice in two different voices (whisper, loud)

Section 5. Data Based Decision Making for Action

Monitoring Fidelity and Differentiating Tier 1 Instruction

Fidelity of Tier 1 instruction is monitored through monthly observation and feedback cycles. These cycles are designed to support teachers in implementing evidence-based literacy practices with consistency, while also providing coaching on effective instructional moves aligned with the Science of Reading.

Grade-level planning meetings are held regularly to analyze student data and adjust instruction accordingly. Following interim assessments, teams collaborate to identify students who need reteaching of specific curriculum components and to plan for differentiated instruction to meet diverse learning needs within the Tier 1 setting.

Our universal screener also informs adjustments to Tier 1 instruction by providing data on whole-class proficiency levels and identifying trends. Based on these insights, teachers may implement whole-class interventions targeting foundational skills, such as phonemic awareness or phonics, to address common areas of need and ensure all students have access to strong core instruction.

Identification and Matching Interventions to Student's Needs

Students in need of Tier 2 or Tier 3 interventions are identified based on data analysis such as classroom assessments, progress monitoring data, FASTBridge screener, MCA performance, interim assessment and observation. K-3 students scoring in the some risk or high risk categories on the FASTBridge screener are entered into reading interventions to ensure early intervention.

Interventions are aligned to each student's individual needs based on results and recommendations from the universal screener, in collaboration with the academic interventionist and classroom teacher. The instruction is tailored specifically to where the student did not meet expectations on the assessment. If additional diagnostic information is needed, we may administer further assessments, such as a phonological awareness or spelling assessment, to help guide the selection of a targeted intervention. The interventionists use research-proven strategies for struggling students. All strategies listed under interventions in Appendix III are from an evidence-based curriculum. Intervention lessons target phonological and phonetic skills in the Comprehensive Orton-Gillingham Plus, Flyleaf, Heggerty, UFLI and FASTBridge Intervention Resources.

Once a student is identified for interventions, the teacher sends the communication home to families and additional instruction begins within a week of the communication. The interventionists work with students anywhere from 2-5 times a week for 20 or more minutes depending upon if students are part of Tier 2 or Tier 3 interventions. Cologne Academy prioritizes reading interventions to take place within the targeted reading time (K-4) or interventions (5-8). This time frame ensures students do not miss reading, math, science or history instruction. Referrals to our Teacher Support Team (TST) come in cooperation with the classroom teacher, interventionist, and instructional leader. The School Psychologist gathers additional background information from parents and teachers prior to TST meetings.

Progress Monitoring

All students receiving reading (and math) interventions are progress monitored after 5 sessions to determine the effectiveness of the intervention. These progress monitoring sessions are administered on the computer through the FASTBridge site and recorded for further analysis of

student growth and progress, or lack of growth. The progress monitoring data determines next steps for intervention services. If progress is not as expected, the licensed reading teacher develops a more intensive tier 2 intervention plan or a student may move to Tier 3 interventions. Alternatively, a student may exit interventions based upon the criteria below:

Exit Criteria: Reading

To be considered for exit, student progress monitoring graphs will include:

1. 5 or more data points.
2. 3 data points at or above the aimline with 1 point at or above the next seasonal target. Kindergarten should have 1 data point at the spring target for letter sounds.
3. Accuracy at or above 95%.

The following criteria will then be discussed:

Criteria #1: At least 1 progress monitoring data point that exceeds the current and/or upcoming benchmark (must monitor timing here of the upcoming or current benchmark assessment date)

Criteria #2: Student demonstrates proficiency with the core curriculum at grade level (ex. Skills Running Records, Interim or Unit Assessments)

Criteria #3: Student is performing at the 40th%ile or above, with consideration of the Component breakdown in Kinder & 1st Grade

Criteria #4: Classroom teacher, interventionist, and Literacy coordinator are all in agreement that the student is ready to exit and have a plan for monitoring in the classroom.

In the case where the results have not been as expected, a referral is made back to the Teacher Support Team (TST) for a more in-depth, individualized study of the data and problem-solving for reasons a student might not be making progress. The team develops an individualized tier 3 intervention plan. After 3-4 weeks of Tier 3 interventions, the Intervention Specialist and School Psychologist review progress monitoring data to determine adequate progress. Screening with the WIAT Dyslexia Index may be recommended for additional diagnostic testing and to inform if referral for a Special Education evaluation is indicated. If intensified assistance is not successful or cannot be sustained by the general education teacher or interventions (e.g., the need does not diminish with time and intensity), the TST can move the referral forward for a special

education evaluation. The majority of tier 3 interventions will be developed and conducted by the licensed reading specialist.

The below tables show Cologne Academy's process for MTSS reading interventions.

Data-Based Decision Making	Should an instructional program be modified?	Should an instructional program change be made entirely?	Should there be no instructional program change?	Should there be a less intensive instructional program?
Progress Monitoring	Student's trend line or last 4 consecutive data points are below the goal line for the past 6 weeks.	Student's trend line or last 4 consecutive data points are below the goal line for the past 6 weeks, and when the student was checked 6 weeks prior.	Student's trend line or last 4 consecutive data points are even with the goal line.	Student's trend line or last 4 consecutive data points are above the goal line. Consider increasing the goal before moving to a less intensive tier.
Classroom and Assessment Data	Classroom work samples and assessment data indicate that the student is making progress, but not at the expected rate.	Classroom work samples and assessment data indicate that the student is not making progress in the current instructional tier, even after a change has been made.	Classroom work samples and assessment data indicate that the student is making adequate or expected progress.	Classroom work samples and assessment data indicate that the student is making progress above their goal; therefore, the student no longer needs the current intervention and the goal needs to be increased.

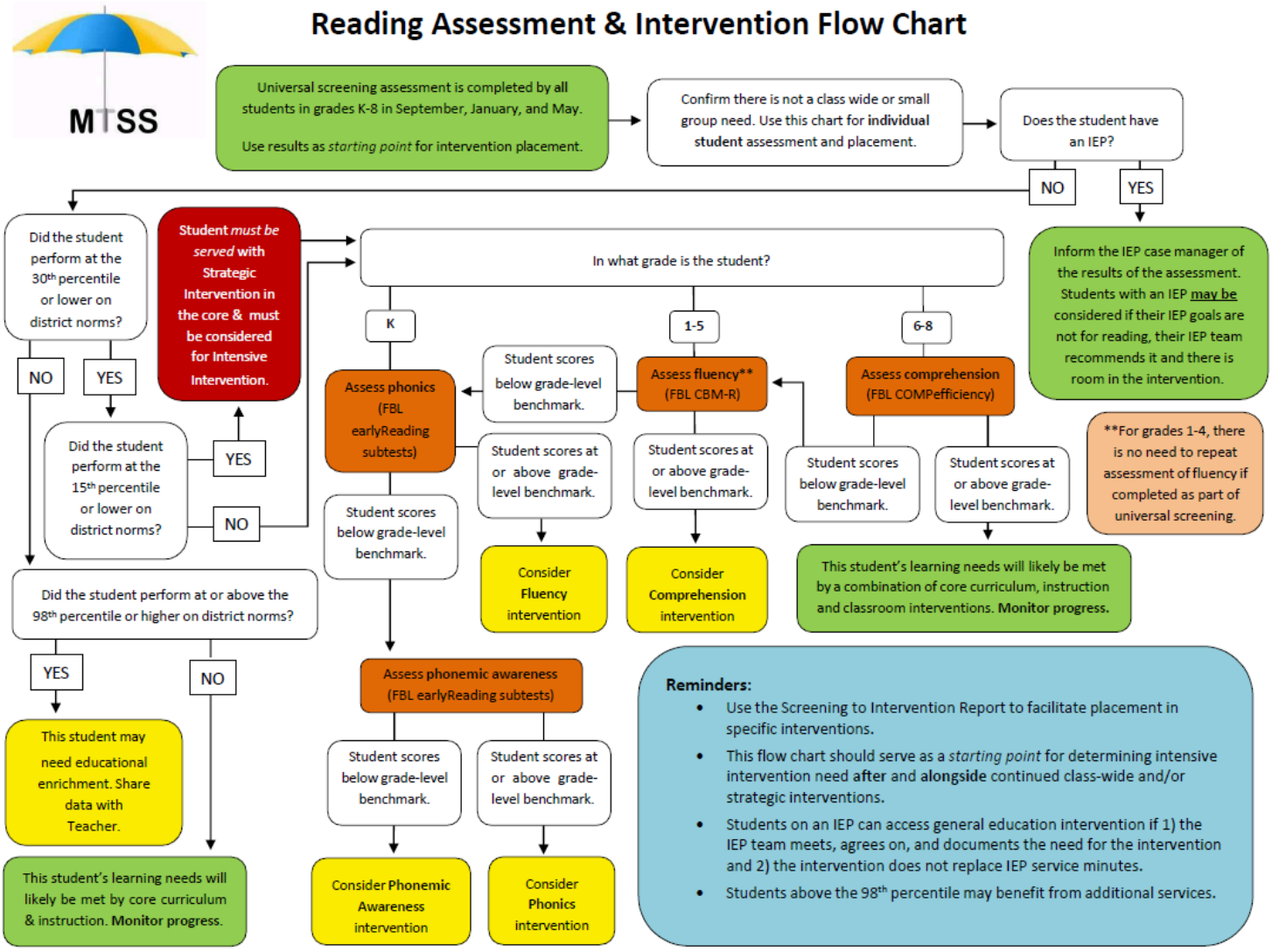
Section 6. Multi-tiered System of Supports (MTSS)

Cologne Academy implements a Multi-Tiered System of Support (MTSS) framework to ensure that all students receive equitable access to high-quality, evidence-based instruction and targeted support as needed.

Core instruction is delivered during whole-group literacy lessons and is extended through small-group instruction that focuses on intervention, reinforcement, or enrichment based on student need. This structure allows all students to engage with grade-level content while addressing specific areas for growth through differentiated small-group support. Additionally, language development is embedded across content areas, including History and Science classes, which all students attend beginning in kindergarten. This cross-curricular approach helps reinforce comprehension and vocabulary development within meaningful academic contexts.

To guide instructional decisions and monitor student progress, a range of assessments is used, including FASTBridge assessments, CKLA Skills assessments, running records, and school-developed interim assessments. These tools help identify students' mastery of specific skills and inform instructional adjustments across all tiers of support.

Monthly observation and feedback cycles are used to monitor the fidelity of instruction and inform ongoing professional development for teachers. Grade-level planning meetings are held to review assessment data, plan for reteaching, and adjust Tier 1 instruction as needed. The universal screener also supports decisions regarding whole-class instruction and may prompt the implementation of whole-class interventions.



Adapted from Franklin Pierce Schools Learning Support Services, Tacoma WA 5/2023

Section 7. Core Curricular Resources Grades K-5

The Core Knowledge Sequence, developed by E.D. Hirsh[2], was selected by Cologne Academy's founding board for its proven success to teach students background knowledge. This background knowledge gives students access to a broad range of information that helps facilitate reading comprehension as students grow and are required to read increasingly difficult text. Phonemic awareness, phonics, fluency, and vocabulary-based programs, such as *Core Knowledge's Language Arts Skills* [3], were selected to support a comprehensive and complete reading program.

Students in grades K-3 use *Core Knowledge's Language Arts Skills*. This curriculum was created based upon research from the National Reading Panel and the Science of Reading. The *Skills* strand includes the five pillars of reading: phonemic awareness, phonics, fluency, and vocabulary while building background knowledge through carefully planned content specific units. Writing instruction draws on the*Skills* curriculum supplemented with explicit lessons using The Writing Revolution framework. These units are intentionally sequenced to build upon one another, allowing students to develop background knowledge that supports their comprehension through the grade levels The *Skills* curriculum provides explicit foundational skills and language instruction. It is organized so students are taught the most common sound spellings and then progresses to the least ambiguous. This allows students to effectively practice their decoding skills so they can effortlessly become fluent readers. Students are practicing these foundational skills and language through use of decodable readers that align with the Minnesota ELA State Standards. Furthermore, the *Skills* embeds additional specific strategies to support English Language Learners.

Grade	Implemented Curricula	Description of Curricula Use	Instructional Delivery Model
KG	1. CKLA Amplify Skills, 2. Writing Revolution,	Foundational Skills	90 minutes
	3. Heggerty	Supplemental	5 minutes
	4. Core Knowledge History & Geography, 5. Core Knowledge Science	Knowledge Building	30 minutes
1st	1. CKLA Amplify Skills, 2. Writing Revolution, 3. Heggerty	Foundational Skills	90 minutes

[2]*Core Knowledge Sequence*. Charlotteville: Core Knowledge Foundation, 1999. Print. <coreknowledge.org>.

[3]https://www.amplify.com/programs/amplify-ckla-skills/

	4. UFLI		
	5. Heggerty	Supplemental	5 minutes
	6. Core Knowledge History & Geography, 7. Core Knowledge Science	Knowledge Building	35 minutes
2nd	1. CKLA Amplify Skills, 2. Writing Revolution,	Foundational Skills	90 minutes
	3. Heggerty	Supplemental	5 minutes
	4. Core Knowledge History & Geography, 5. Core Knowledge Science	Knowledge Building	35 minutes
3rd	1. CKLA Amplify Skills, 2. Writing Revolution,	Foundational Skills	105 minutes
	3. Heggerty	Supplemental	5 minutes
	4. Core Knowledge History & Geography, 5. Core Knowledge Science	Knowledge Building	35 minutes
4th	1. Core Knowledge Core Classics and Poetry, 2. Common Core Coach 3. Writing Revolution	Foundational Skills	130 minutes
	4. Core Knowledge History & Geography, 5. Core Knowledge Science	Knowledge Building	70 minutes
5th	1. Core Knowledge Core Classics and Poetry, 2. Junior Great Books, 3. Common Core Coach, 4. Writing Revolution,	Foundational Skills	90 minutes
	5. Core Knowledge History & Geography, 6. Core Knowledge Science	Knowledge Building	90 minutes

Core Curricular Resources Grades 6-8

In fourth through eighth grade, there is a focus on literature study while incorporating grammar and writing in the English Language Arts block. Scholars analyze fiction and non-fiction texts using text evidence to support their writing. A variety of texts are chosen to allow scholars to wrestle with archaic language, complex sentence structures, and abstract allusions and analogies, then build off this learning with complex comparisons to additional literature. Moreover, comprehension questions, writing prompts and rubrics are differentiated to meet scholars' learning needs. Nonfiction units in all grades offer multiple perspectives on various topics, allowing scholars to evaluate viewpoints different from their own. In fourth grade, phonics and fluency activities are embedded in the curriculum to ensure a strong foundation in reading and writing.

Grade	Implemented ELA Curricula	Description of Curricula Use	Instructional Delivery Model
6th	1. Amplify Core Knowledge Poetry 2. Realms Of Gold, 3. Junior Great Books, 4. Common Core Coach, 5. Writing Revolution	Foundational Skills	90 minutes
	6. Core Knowledge History & Geography 7. Core Knowledge Science	Knowledge Building	90 minutes
7th	1. Amplify Core Knowledge Poetry, 2. Realms Of Gold, 3. Junior Great Books, 4. Common Core Coach	Foundational Skills	90 minutes
	5. Core Knowledge History & Geography, 6. Core Knowledge Science	Knowledge Building	90 minutes
8th	1. Realms Of Gold, 2. Junior Great Books, 3. Amplify Core Knowledge Short Stories, Poems and Essays 4. Junior Great Books, 5. Core Knowledge Novels	Foundational Skills	90 minutes
	6. Core Knowledge History & Geography, 7. Core Knowledge Science	Knowledge Building	90 minutes

Section 8. Reading Interventions Grades K-12

Grade	**Supplemental** Tier 2 Reading Interventions	**Intensive** Tier 3 Reading Interventions
Kindergarten	**FastBridge interventions:** Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner **Heggerty** **UFLI** **Flyleaf** **Amplify ARG**	**Orton-Gillingham Plus**
1st	**FastBridge interventions:** Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner **Heggerty** **UFLI** **Flyleaf** **Amplify ARG**	**Orton-Gillingham Plus**
2nd	**FastBridge interventions:** Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner **Heggerty** **UFLI** **Flyleaf**	**Orton-Gillingham Plus**
3rd	**FastBridge interventions:** Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner **Heggerty** **Flyleaf**	**Orton-Gillingham Plus** **Orton-Gillingham Morphology Plus**
4th	**FastBridge interventions:** Listening Passage Preview, Repeated Reading with Partners **Flyleaf**	**Orton-Gillingham Plus** **Orton-Gillingham Morphology Plus**

Grade	**Supplemental** Tier 2 Reading Interventions	**Intensive** Tier 3 Reading Interventions
5th	Leveled Literacy Interventions (for comprehension)	**Orton-Gillingham Plus** **Orton-Gillingham Morphology Plus**
6th	**Leveled Literacy Interventions** (for comprehension)	**Orton-Gillingham Plus** **Orton-Gillingham Morphology Plus**
7th	**Leveled Literacy Interventions (for comprehension)**	**Orton-Gillingham Plus** **Orton-Gillingham Morphology Plus**
8th	**Leveled Literacy Interventions (for comprehension)**	**Orton-Gillingham Plus** **Orton-Gillingham Morphology Plus**

Section 9. Professional Development Plan

Approved Professional Development Plan

Cologne Academy has approved LETRS (Language Essentials for Teachers of Reading and Spelling) as the professional learning program for training educators on structured literacy. LETRS is known for its comprehensive approach to literacy education, designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading.

Date of Completion

Expected Date of Completion: 07/13/2026

Initial Training Phase: Introduction to the Science of Reading and improving literacy instruction to achieve the goal of every Minnesota child reading at or above grade level every year, beginning in kindergarten

- Summer 2023: Kickoff training sessions for K-3 reading teachers, including introductory workshops and foundational learning sessions on literacy, student engagement, and rigor
- Fall 2023-Spring 2024: Continued professional development through bi-weekly training sessions
- Fall 2023-Spring 2024: Ongoing classroom observations and feedback sessions to measure fidelity of implementation, effectiveness, and student progress with feedback provided to teachers in the areas of literacy, student engagement, and rigor
- Spring 2024: End of year teacher reflection of individual professional growth in literacy instruction along with analysis of student data

LETRS Units 1-4 (Year 1): Sight words, Phonological Awareness, Phonics, Word Recognition

- Fall 2024: Begin asynchronous training modules for units 1-4.
- Fall 2024 - Spring 2025: Ongoing support with professional learning communities (PLCs) and coaching/feedback sessions to reinforce structured literacy practices in the classroom.
- Fall 2024 - Spring 2025: 4 synchronous sessions occurring at 6-8 week intervals through the year including Bridge to Practice activities.

LETRS Units 5-8 (Year 2): Oral Language, Vocabulary, Comprehension, Language Structure, and the Reading-Writing connection

- Fall 2025: Begin asynchronous training modules for units 5-8
- Fall 2025 - Summer 2026: Ongoing support with professional learning communities (PLCs) and coaching/feedback sessions to reinforce structured literacy practices in the classroom.
- Fall 2025 - Summer 2026: 4 synchronous sessions occurring at 6-8 week intervals through the year including Bridge to Practice activities.

Support for Implementation of Structured Literacy

Cologne Academy is committed to building capacity and confidence through training, coaching, and peer collaboration so that all educators can effectively deliver structured literacy aligned to the Science of Reading. Teachers who do not reach the LETRS-recommended 80% proficiency level on their training will receive targeted support through multiple sources of professional development. This includes classroom observations followed by coaching feedback sessions and additional support during Professional Learning Community (PLC) time. Instructional leaders plan to work directly with these educators to reinforce content knowledge, model effective instructional practices, and ensure understanding of evidence-based literacy instruction. Cologne Academy supports:

- Professional Learning Communities (PLCs): Regular PLC meetings where educators share best practices, discuss assessment data/student work, and collaboratively plan literacy instruction.
- Coaching and Mentoring: Instructional leaders to provide individualized support and guidance to teachers, including classroom observations and feedback sessions.
- Resource Provision: Access to high-quality instructional materials, assessment and remediation guides, decodable books, and digital resources aligned with structured literacy principles.
- Data-Driven Decision Making: Regular collection and analysis of student performance data to inform instructional practices and identify areas for professional growth.

Fidelity Data Collection

- Reading Assessment Data/Running Records Grades K-3: These are used to monitor how effectively foundational skills are being taught and acquired throughout the year.

- PLC Data Discussions: Teachers review student data collaboratively and reflect on instructional practices, making data-driven decisions to improve fidelity to structured literacy.

- Interim Assessment Data Grades 4th-8th: Used to assess alignment of instruction with reading standards and student mastery over time.

- Classroom Observations: Instructional leaders regularly conduct observations focused on the delivery of structured literacy components, using walkthrough tools aligned to explicit, systematic instruction in literacy. Additionally, leaders monitor for student engagement and rigor.

- Universal Screening and Progress Monitoring: FASTBridge screening and progress monitoring data are used to track student literacy growth and identify instructional areas that need refinement.

The collected data will be used to:

- Identify trends and gaps in student learning to tailor professional development.

- Inform instructional strategies and interventions.

- Regularly reflect on and refine literacy practices.

Coaching Support and Feedback

Cologne Academy implements an ongoing coaching and feedback cycle to support fidelity to structured literacy instruction:

- **Instructional Coaching:** Coaches provide individualized support, including co-planning, modeling lessons, and side-by-side teaching based on classroom observation data.

- **Feedback Sessions:** Targeted feedback is provided to educators following observations, focused on strengths and specific areas for growth in structured literacy components.

- **Data-Informed Support Plans:** Observation and student performance data are used to personalize coaching goals and strategies.

- **PLC Integration:** Coaching is reinforced during PLC meetings, where instructional leaders guide educators through student work analysis and collaborative planning tied to the five key

literacy areas.

This plan aims to ensure a system of support that equips all educators with the knowledge and skills necessary to implement structured literacy effectively, and improved instructional practice across classrooms.

Student Impact

The implementation of Literacy, Engagement, and Rigor (L.E.R.) at Cologne Academy has had a measurable impact on student achievement in reading. Data from formative assessments, running records, and progress monitoring indicate steady gains in student proficiency, particularly in the number of students who are exiting from reading interventions and our preliminary MCA scores in Grades 4-8. With the support that the L.E.R. framework provides through observation and feedback along with LETRS training, teachers report greater clarity and confidence in delivering the phonics lessons and phonemic awareness routines focusing on the desired outcomes, contributing to more consistent practices in our elementary classrooms.

Culturally Responsive Practices

Cologne Academy is actively embedding culturally responsive practices into its literacy framework. Professional development for staff has included:

- **Ojibwa Teaching Methodologies Training:** All educators participated in professional development centered on Ojibwa language and culture by learning traditional games. This training provided insight into Indigenous ways of knowing and culturally embedded pedagogies that help staff broaden their instructional lens and foster deeper understanding of cultural responsiveness in the classroom.

- **On-Site Training on Race, Culture, and Identity:** Teachers also attend an on-site training led by a local speaker focused on the topics of race, culture, and identity in education. This interactive session provided staff with information and discussion opportunities to reflect on their own perspectives and identities with the goal to create more inclusive classroom environments.

- **Culturally Responsive Methodologies Rubric:** Instructional coaches will utilize the school's **Culturally Responsive Methodologies Rubric** during observations and feedback

sessions. This tool ensures consistent expectations and growth-oriented feedback on implementing culturally responsive literacy practices.

- **Core Knowledge Sequence:** The Core Knowledge Sequence used at Cologne Academy supports culturally responsive literacy through its structured, knowledge-building approach. It includes rich, diverse content across history, literature, and the arts that reflects a wide range of cultures, perspectives, and historical contexts. This curriculum helps students develop cultural literacy while fostering a deeper understanding and appreciation for both their own identities and those of others.

- **Ongoing PLC Integration:** Teachers regularly engage in PLC discussions to analyze student work and adjust instructional approaches in ways that affirm students' identities, languages, and cultural backgrounds.

- **Resource Access and Curriculum Support:** Staff are supported with access to diverse, high-quality texts, culturally inclusive instructional resources, and lesson planning guidance that reflect and validate the lived experiences of all students.

To ensure students receive instruction that will meet the goals of our literacy plan, all teachers attend professional development throughout the year to learn about school-wide initiatives such as *Data Driven Instruction*[4], *Teach Like a Champion Techniques*[5,] and best practices, such as culturally responsive methodologies and Science of Reading. Once a week teachers meet in a Professional Learning Community (PLC) groups to discuss research-based instructional strategies specific to their grade level or content area. PLC groups meet to discuss and analyze student work to determine next instructional steps as well as mastery of standards based upon rubrics and exemplars. Through PLCs teachers are learning from each other, while reflecting upon their own teaching. An instructional leader rotates through PLC groups providing guidance and support in their area of expertise related to their SMART PLC goals.

[4]Bambrick-Santoyo, P. *Driven by Data: A practical guide to improve instruction*. San Francisco, CA: John Wiley and Sons, 2009.

[5]Lemov, D. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco: Jossey-Bass Inc Pub, 2010. Print.

Section 10. Professional Development Educator Count

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	0	1
K-3 Classroom Educators	19	0	19	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	5	0	5	0
K-12 Reading Interventionists	3	0	3	0
K-12 Special Education Educators responsible for reading instruction	7	0	7	0
Pre-K through grade 5 Curriculum Directors	4		4	0
Pre-K through grade 5 Instructional Support Staff who provide reading support	6		6	0

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
Grades 4-12 Classroom Educators responsible for reading instruction	3	0	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	4	0	0	4
Grades 6-12 Curriculum Directors	2	0	0	2
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

Section 11. Literacy Aid Funds

Literacy Incentive Aid

$62,444.97 was received with $62,444.97 spent on employing a District Literacy Specialist.

READ Act Literacy Aid

$27,478.78 was received with $0 remaining in the required reserve account.

READ Act Literacy Aid will be used to continue supporting literacy initiatives, including additional teacher stipends for training, purchasing updated curriculum materials, and expanding intervention support to reach more students identified through evidence-based screeners.

Section 12: Screening Summary Student Counts Grades K-3

The number of students universally screened, at or above benchmark in the fall, winter and spring.

2024-2025	Universally Screened in Fall	At or Above Benchmark Fall	Universally Screened in Winter	At or Above Benchmark Winter	Universally Screened in Spring	At or Above Benchmark Spring
KG Early Reading	75	46	76	62	77	59
1st Early Reading	83	36	82	31	78	49
2nd CBM	95	54	98	60	99	64
3rd CBM	84	54	83	56	81	56

Section 13. Dyslexia Screening Summary Student Counts Grades K-3

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 in Grades 2 and 3–a gated process.

In this option, the Oral Reading Fluency (ORF) subtest is administered to a student first.

- Students who do not meet benchmark for Words Correct Per Minute in ORF, FASTBridge CBM, are administered the Nonsense Words subtest
- Students who are below 95% on Accuracy in ORF are administered the Nonsense Words subtest.
- Students who meet benchmark Words Correct Per Minute AND have an accuracy rate of 95% or higher are not required to complete the Nonsense Word subtest.

District set benchmarks are used for Words Correct Per Minute benchmark. MDE composites are used to assess risk level for dyslexia.

2024-2025	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
KG	78	6
1st	83	15
2nd	35	8
3rd	25	8

Section 14. Dyslexia Screening Summary Student Counts Grades 4-8

Beginning in the fall of the 2025–2026 school year, Cologne Academy will implement the MDE-approved Capti ReadBasix tool to screen for characteristics of dyslexia in students who are not reading at grade level, in alignment with the Minnesota READ Act.

The following table shows the number of students universally screened, at or above benchmark in the fall, winter and spring.

2024-2025	Universally Screened in Fall	At or Above Benchmark Fall	Universally Screened in Winter	At or Above Benchmark Winter	Universally Screened in Spring	At or Above Benchmark Spring
4th aReading	76	59	74	45	76	58
5th aReading	81	65	79	56	74	54
6th aReading	90	65	95	70	96	71
7th aReading	49	39	50	43	46	40
8th aReading	51	46	51	42	51	44

Action Planning for Continuous Improvement

To strengthen Cologne Academy's evidence-based literacy instruction, we will continue our work with the Literacy, Engagement, and Rigor (L.E.R.) framework.. This includes training teachers to make in-the-moment instructional decisions based on informal checks for understanding and to use this data to plan future lessons that target student learning needs. We will also continue integrating knowledge and strategies from LETRS training to enhance instructional effectiveness.

Key areas of focus include:

- **Instructional Practices:** Ensure consistent implementation of the CKLA Skills curriculum in K-2, elevate the effectiveness of key lesson components, and improve differentiation for all learners.

- **Data-Driven Decision-Making:** Strengthen teacher capacity to interpret and act on daily and screening assessment data to drive instruction.

- **Parent Engagement:** Improve communication about student progress and provide parents with practical resources and strategies to support literacy at home, especially for struggling readers.

- **Coaching and Support:** Refine our coaching approach to monitor the use of instructional strategies that build foundational reading skills and provide targeted action steps to improve instruction when needed.

Additional Resources for Cologne Academy's Literacy Plan

For further reading on reading curriculum used at Cologne Academy:

Core Knowledge Curriculum: https://www.coreknowledge.org/curriculum/language-arts/

Amplify: https://amplify.com/

For further reading on reading intervention curriculum used at Cologne Academy:

IMSE Orton Gillingham: https://imse.com/about-us/

UFLI: https://ufli.education.ufl.edu/about/#our-research

Heggerty: https://heggerty.org/about-us/

FlyLeaf: https://flyleafpublishing.com/endorsements/

FASTBridge: https://www.fastbridge.org/