



Cologne  
Academy  
Local  
Literacy  
Plan

2024-2025

District: 4188

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Your Future Starts Here!

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### **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

## **Minnesota READ Act Goal**

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [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<sup>1</sup> to determine year-long results. To determine weekly and monthly growth, the school uses interim assessments created or selected by the Curriculum Specialist(s) in conjunction with partnership with the academic committee and teachers. These assessment results indicate which students need further curriculum and instructional support and in what specific skill area. This is then answered through additional instruction by trained reading interventionists. Goals established on the basis of the school’s mission and vision and made practical through researched-based curriculum, instructional strategies, and measured by multiple methods of assessment mark Cologne Academy as a place where students develop reading strategies and thrive in understanding the written world in which we live.

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<sup>1</sup> [www.fastbridge.org](http://www.fastbridge.org)

## 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.

Required Subtests	Fall	Winter	Spring
<b>Kindergarten</b>			
earlyReading: Letter Names	X		X
earlyReading: Word Segmenting	X		X
earlyReading: Letter Sounds	X		X
earlyReading: Nonsense Words	optional	X	X
<b>Grade 1</b>			
earlyReading: Word Segmenting	X		X
earlyReading: Nonsense Words	X		X
CBMReading: Oral Reading Fluency	optional	X	X
<b>Grade 2 and 3</b>			
CBMReading: Oral Reading Fluency	X		X

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

- FASTBridge: earlyReading (Grades K-1) and CBMreading (Grades 1-4)
- FASTBridge: aReading and AUTOreading (Grades 2-8)
- CBMreading (Grades 1-4), Grades 5-8 optional

Cologne Academy's Plan to Identify Students with Characteristics of Dyslexia	
<b>Step 1:</b>	<ul style="list-style-type: none"> <li>★ Every student at Cologne Academy will participate in universal screening in Fall, Winter, Spring, and at EOY.</li> <li>★ Students who score in the Some Risk or High Risk category are provided targeted evidence-based interventions based upon screening results.</li> <li>★ Communication is sent home from the Classroom Teacher notifying families of students entering intervention services.</li> </ul>
<b>Step 2:</b>	<ul style="list-style-type: none"> <li>★ Monitor students progress reporting of interventions for a 6-8 week intervention period, while analyzing student formative assessments from the classroom, teacher observations, and running record information.</li> <li>★ Progress Monitoring data below the goal line on 4 consecutive data points or at least 9 data points that produce a flat or decreasing trend line, the intervention will be changed or intensified.</li> <li>★ Interventionists send bi-weekly parent communication regarding intervention. Notice in a change of intervention is sent through the Intervention Specialist or Classroom Teacher.</li> </ul>
<b>Step 3:</b>	<ul style="list-style-type: none"> <li>★ Students may be referred to TST in cooperation with the Classroom Teacher and the Intervention Specialist, Curriculum Specialist, Behavioral Analyst, or Registered Behavior Technician.</li> <li>★ The School Psychologist will gather additional background information from parents and teachers prior to TST meetings.</li> <li>★ Tier 3 instruction begins when a student fails to progress after two Tier 2 interventions or when data indicates significant need.</li> </ul>
<b>Step 4:</b>	<ul style="list-style-type: none"> <li>★ After 3-4 weeks of Tier 3 interventions, the Intervention Specialist and School Psychologist will review progress monitoring data to determine adequate progress.</li> <li>★ Screening with the WIAT Dyslexia Index may be recommended for additional diagnostic testing.</li> <li>★ Further communication is passed on to parents through the School Psychologist to determine next actions steps such as a 504 Plan or Special Education referral.</li> </ul>

**Grades K-3 Screeners**

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.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>FASTBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter <input type="checkbox"/> Last 6 weeks of School (Spring)

**Grades 4-8 Screeners**

Name of the Assessment	Target Audience	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>FASTBridge: aReading (4-8) AutoReading (4-8) CBMReading (Grade 4; 5-8th optional)</b>	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter <input type="checkbox"/> Last 6 weeks of School (Spring)

**Efforts to Screen for Convergence Insufficiency**

“Convergence insufficiency (CI) is a common binocular vision disorder that is often associated with a variety of symptoms, including eyestrain, headaches, blurred vision, diplopia [double vision], sleepiness, difficulty concentrating, movement of print while reading and loss of comprehension after short periods of reading or performing close activities.” (Pennsylvania College of Optometry, 2008).

Convergence insufficiency (CI) is an eye-teaming problem in which the eyes have a strong tendency to drift outward when reading or doing close work. If the eyes do drift out, the person is likely to have double vision. To prevent double vision, the individual exerts extra effort to make the eyes turn back in (converge). This extra effort can lead to symptoms that interfere with the length of time and comfort in reading and working on close tasks.<sup>2</sup>

Difficulties in accommodation neither interferes with students’ ability to learn to read nor their reading proficiency. However, it can affect their ability to concentrate on print for prolonged periods of time.<sup>3</sup>

Vision screening is completed by the school health associate and trained volunteers. Parents are notified if further testing is indicated. Convergence insufficiency is not identified or diagnosed by

<sup>2</sup>[https://education.mn.gov/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=MDE072236&RevisionSelectionMethod=latestReleased&Rendition=primary](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE072236&RevisionSelectionMethod=latestReleased&Rendition=primary)

<sup>3</sup> Handler, S.M., Fierston, W.M., et al. (2011). Joint technical report—Learning disabilities, dyslexia, and vision. *Pediatrics* 127(3), e818-e856. DOI: 10.1542/peds.2010-3670

typical school vision screening. If a child states that he or she gets headaches or eye strain while reading for extended periods, this information is shared with a parent(s) for possible further testing and treatment by the family's eye health professional. Information about convergence insufficiency disorder is shared with staff members so they are aware of the symptoms and what to look for. A student with convergence insufficiency alone would not be served by a teacher of blind/visually impaired.

At Cologne Academy, we prioritize the development of essential skills that support academic success through our Multi-Tiered System of Supports (MTSS). One key component of our MTSS is screening and targeted intervention for students who may benefit from improving their visual motor skills, particularly as they relate to reading fluency and the ability to complete written tasks. Cologne Academy does not diagnose convergence insufficiency but does support the development of functional visual skills.

## Screening and Selection Process

Students are selected for this intervention based on:

- **Teacher Input and Staff Observation:** Insights from those who work closely with the students.
- **Initial Screening Measures:** Data review of FAST assessments to identify potential needs.

## Developmental Eye Movement Test (DEM)

Once identified, students undergo further screening using the Developmental Eye Movement Test (DEM). This informal test assesses oculomotor skills—the ability to move the muscles of the eyes—which can significantly impact reading fluency and task completion.

## Visual Motor Skill Group

If the DEM indicates a need for intervention, students participate in a specialized visual motor skill group. This group focuses on:

- **Building Visual Motor Skills:** Enhancing coordination, strength, and control of eye movements.
- **Supporting Reading and Copying Tasks:** Essential skills for academic work.

## Group Structure

- **Duration:** Six weeks



- **Frequency:** Four days per week
- **Session Length:** 10 minutes per session
- **Facilitators:** Occupational Therapy staff

## Visual Motor Skills Exercises

**Visual tracking** - scanning a large board for specific letters/images while balancing on a half ball.

**Saccadic eye movements**- reading across 2-4 letter strips in a vertical pattern to mimic and strengthen the movements eye need to do for reading

**Reflex Integration**- body movements that work on core strength, crossing midline, and coordination as well as integrating primitive reflexes that may be impacting student performance

**Marsden Ball** - Students complete eyes repeatedly tracking a moving ball (suspended on a rope) while visually fixating on a given letter to address convergence (near focus) and tracking in the horizontal plane (back and forth).

**Convergence and Eye Teaming**- students focus on visual targets in a sequence that build strength and endurance with near point focus which is essential for reading.

**Infinity Walk**- Students walk a figure 8 pattern around obstacles while tracking a letter chart and reading different sequences of letters to increase their ability to accept motor and cognitive demands while working with their eyes.

## Goals of the Group

- **Improved Reading Fluency:** Developing the ability to read more smoothly and accurately.
- **Enhanced Task Completion:** Supporting the ability to complete classroom work, particularly tasks that involve reading and copying.

Screening and intervention for convergence insufficiency is an integral part of our commitment to providing comprehensive support to all students, ensuring they have the necessary skills to succeed academically.

For additional information about convergence insufficiency, read the [Convergence Insufficiency \(CI\) Fact Sheet](#).

## Parent Notification and Involvement

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 in the classroom. 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)

### FAST™ Family Report

#### — Reading


2019-2020 | Spring | Cologne Academy | Cologne Academy | Grade: 02 |

This report provides information on performance and change over time on FAST™ (Formative Assessment System for Teachers) assessments. Priya took 1 FAST reading assessments this screening period.

**aReading**

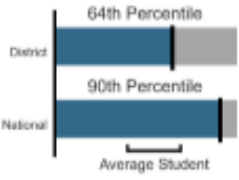
aReading assessment is a broad assessment of reading skills and is a test that adapts its questions to get the best estimate of reading skills.

How is **aReading** doing?



**aReading** score on aReading is **On Track**. This means that overall reading skills meet or exceed the grade level expectation.

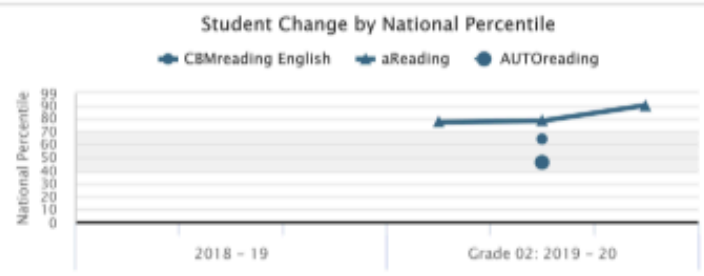
How does **aReading** compare to others?



**aReading** score on aReading is higher than 64% of students in the same grade in Priya's district.

score is higher than 90% of students in the same grade across the nation.

How have **aReading** scores changed over time?



FAST reading screening scores for this and prior years, compared to other students in the grade nationally, are shown here. You can see changes in performance on each reading screening assessment. An average student falls into the 40-70th percentile range (shaded in the graph).

**Additional Information and Resources**

**Need more information**

For more information, talk to your child's teacher. For more details on FAST assessments visit this website: [fastbridge.org/family](http://fastbridge.org/family)

Example of the FAST Family Report give to families at conferences

**Student Level Summary and Dyslexia Screening Data**

**Summary Data Students Kindergarten through 3<sup>rd</sup> Grade**

2023-2024	Number of Students Universally Screened in Fall	Number of Students at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
<b>KG</b> Early Reading	74	50	79	70	79	7
<b>1<sup>st</sup></b> Early Reading	89	68	88	66	88	18
<b>2<sup>nd</sup></b> CBM	77	54	79	62	79	14
<b>3<sup>rd</sup></b> CBM	68	54	73	60	73	6

**Summary Data Students Grades 4-8**

\*\*For the 2023-2024 school year, Cologne Academy used the FastBridge Assessment to determine characteristics of dyslexia. When more information from MDE becomes available, Cologne Academy will update as needed.

<b>2023-2024</b>	<b>Number of Students Universally Screened in Fall</b>	<b>Number of Students at or Above Benchmark Fall</b>	<b>Number of Students Universally Screened in Spring</b>	<b>Number of Students at or Above Benchmark Spring</b>	<b>Number of Students Screened for Dyslexia</b>	<b>Number Identified with Characteristics of Dyslexia</b>
4 <sup>th</sup> aReading	78	61	78	68	78	8
5 <sup>th</sup> aReading	93	60	93	69	93	8
6 <sup>th</sup> aReading	50	44	52	46	52	2
7 <sup>th</sup> aReading	55	47	55	51	55	1
8 <sup>th</sup> aReading	69	56	66	56	66	6

## Core Reading Instruction and Curricula Grades K-3

*The Core Knowledge Sequence*, developed by E.D. Hirsh<sup>4</sup>, 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 landscape 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*<sup>5</sup>, 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 is also instructed through the *Skills* curriculum, too. These units build upon each other in a coherent way in which students are able to build their background knowledge to support their comprehension through the grades. 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 (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	CKLA Amplify Skills	Foundational Skills, Knowledge Building, Comprehensive, & Supplemental	90 minutes
1 <sup>st</sup>			90 minutes
2 <sup>nd</sup>			90 minutes
3 <sup>rd</sup>			170 minutes

<sup>4</sup>*Core Knowledge Sequence*. Charlotteville: Core Knowledge Foundation, 1999. Print. <coreknowledge.org>.

<sup>5</sup><https://www.amplify.com/programs/amplify-ckla-skills/>

### Core ELA Instruction and Curricula Grades 4-8

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.

<b>Grade</b>	<b>Implemented ELA Curricula</b>	<b>Description of Curricula Use (e.g. comprehension, vocabulary, writing)</b>	<b>Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)</b>
4th	Core Knowledge Core Classics And Poetry, Ladders, Common Core Coach, Step By Step, Writing Revolution	Phonics, Fluency, Vocabulary, Comprehension, Writing, Root Word Study	100 minutes
5th	Amplify Core Knowledge Poetry, Core Classics, Junior Great Books, Various Novels, Common Core Coach, Ladders, Writing Revolution	Fluency, Comprehension, Writing, Grammar, Vocabulary	90 minutes
6 <sup>th</sup>	Amplify Core Knowledge Poetry, Realms Of Gold, Junior Great Books, Common Core Coach, Core Knowledge History, Writing Revolution	Fluency, Comprehension, Writing, Grammar, Vocabulary, Root Word Study	90 minutes
7 <sup>th</sup>	Amplify Core Knowledge Poetry, Realms Of Gold, Junior Great Books, Common Core Coach, Various Nonfiction Novels And Articles, 5 Paragraph Persuasive Writing	Fluency, Comprehension, Writing, Grammar, Vocabulary, Root Word Study	90 minutes
8 <sup>th</sup>	Realms Of Gold, Junior Great Books, Amplify Core Knowledge Short Stories, Poems, And Essays, Junior Great Books, Core Knowledge Novels, Nonfiction Readings, 5 Paragraph Persuasive Essay	Fluency, Comprehension, Writing, Grammar, Vocabulary, Root Word Study	90 minutes



## MTSS Framework

### **Identification Processes and Progress Monitoring**

The Appendix/Additional Resources of this Literacy plan contain a complete alignment of Cologne Academy's core instruction and curriculum resources used. Core instruction occurs during whole group instruction while being extended into targeted reading for reinforcement and reteaching if needed. This Multi-Tiered System of Support gives all students equal opportunity and access to grade level content during whole group instruction while still addressing specific need areas during small group instruction. Reading strategies of nonfiction text also occurs during History and Science class that all students beginning in kindergarten attend. Assessments used to identify student's skill mastery in each category range from the FASTBridge Assessment, *CKLA Skills* assessments and running records, and teacher developed assessments. Most intervention services needed are for benchmarks listed under Foundational Skills.

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. This time frame ensures students do not miss reading, math, science or history instruction. The interventionists use research-proven strategies for struggling students. The instruction is tailored specifically to where the student did not meet expectations on the assessment. All strategies listed under interventions in Appendix III are from a research-based curriculum. Intervention lessons target phonological and phonetic skills in the Comprehensive Orton-Gillingham Plus, Flyleaf, Heggerty, UFLI and FASTBridge Intervention Resources.

Once per week the interventionist administers a formative assessment through FASTBridge to progress monitor each student. 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, including when a student may move to Tier 2 or 3 interventions or if 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)

Criteria #3: Student is performing at the 40th<sup>th</sup>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.

\*\*To exit, a student MUST Meet Criteria #1 or #2 AND Criteria #3 and #4.

Students in need of Tier 2 interventions are identified through the Teacher Support Team (TST) team based on data analysis (classroom assessments, progress monitoring data, and FAST screener and observation). Referrals to 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. Cologne Academy is a data-driven environment in which a common system to ensure that instruction, including interventions, are evidence-based and implemented with fidelity. All students receiving reading (and math) interventions are progress monitored after 5 sessions to determine the effectiveness of the intervention. Students can cycle through tier 2 interventions with the classroom fellows and/or interventionists. If progress is not as expected, the licensed reading teacher develops a more intensive tier 2 intervention plan.

In the infrequent 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

What is the student’s goal? How well is the student making progress toward their goal?

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.

# Cologne Academy Local Literacy Plan | 2024

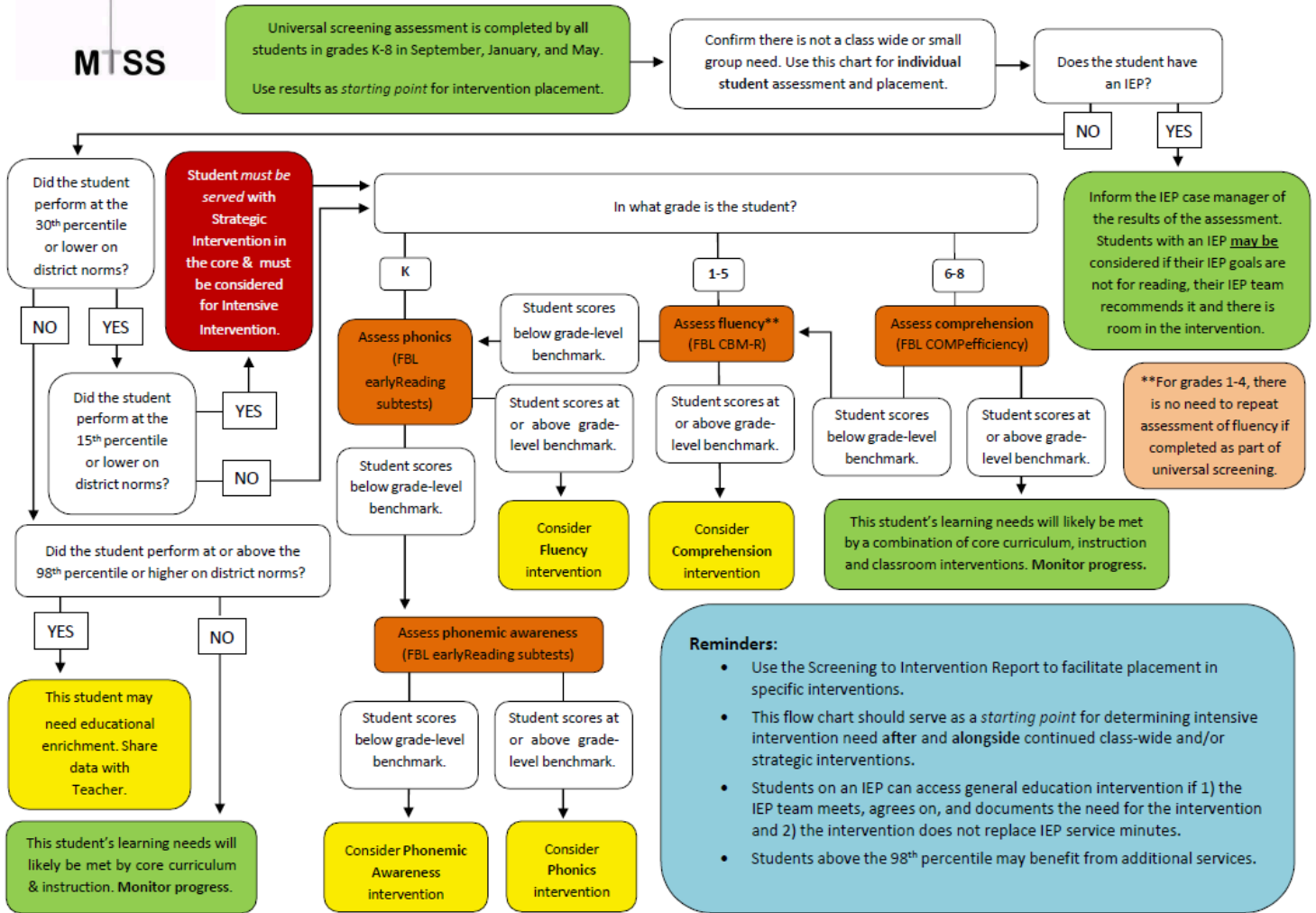
<u>READING INTERVENTIONS</u>	ALL STUDENTS with Tier 1 and 1.5 interventions as needed.	STRATEGIC Tier 2 interventions	INTENSIVE Tier 3 interventions
Data	Benchmark, assessments	Benchmark, assessments, progress monitoring	Benchmark, assessments, progress monitoring, lesson gains
Delivery	Teacher-Directed Instruction and evidence-based instructional strategies 20 minutes Targeted Reading small groups	In addition to Tier 1: 20 minutes Targeted Reading small group intervention using evidence-based instructional programs and strategies Reading Corps tutoring as identified	Up to 45-60 minutes of small group, alternate instruction, matched to needs
Method (Targeted Skill)	Grade level standards and remediation including fluency, vocabulary and comprehension	Phoneme blending and segmenting, Letter/Sound correspondence, blending and segmenting words, fluency	Phonemic awareness, phonics, sight words, decoding; improve accuracy, decoding skills
Materials	Curriculum and supplemental Amplify ARG & intervention  Flyleaf	Evidence-Based Intervention Program  FastBridge interventions: Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner  Connected Text Pairs, Word Construction, Great Leaps  Flyleaf, Road to the Code, PRESS, Heggerty, UFLI	Evidence-Based Intervention Program  Orton-Gillingham  Really Great Reading  FastBridge interventions  Read Naturally (Grades 1-5), Flyleaf, Road to the Code, PRESS, Heggerty, UFLI

## Cologne Academy Local Literacy Plan | 2024

<u>READING INTERVENTIONS</u>	ALL STUDENTS with Tier 1 and 1.5 interventions as needed.	STRATEGIC Tier 2 interventions	INTENSIVE Tier 3 interventions
Instruction Provider	Classroom Teacher and Fellow	Interventionist or Fellow	Tiered Interventionist
Intervention Duration	Adjust intervention if needed, based on: 5+ data points on progress monitoring graph and in-class data (mastery)		
Small Group Size	Differentiation group size: 6-7	Intervention group size: 4-5	Alternate instruction group size: 1-4
Benchmark/ Screening	FastBridge Assessments 3 times a year	FastBridge Assessments 3 times a year	FastBridge Assessments 3 times a year
Progress Monitoring	Unit and Interim assessments	FastBridge - minimum every two weeks	FastBridge - weekly



### Reading Assessment & Intervention Flow Chart



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

## Professional Learning Plan

### **Approved Professional Learning 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.

### **Timeline for Completion**

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

### **Support for Implementation of Structured Literacy**

- 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.

### **Data Collection and Usage for Continuous Improvement**

- Reading Assessment Data/Running Records Grades K-3: Frequent formative assessments and running records to monitor student progress towards mastery of foundational reading skills throughout the year.
- Interim Assessment Data Grades 4th-8th: Ongoing formative assessments to monitor student progress towards mastery of reading standards throughout the year.
- Classroom Observations: Regular observations by instructional leaders to assess the implementation of structured literacy practices and provide targeted support.
- Universal Screening and Progress Monitoring: Use of FASTBridge universal screeners and progress monitoring tools to track individual student growth in literacy and adjust instruction and/or interventions accordingly.

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.



This plan ensures all educators are equipped with the knowledge and skills necessary to implement structured literacy effectively, thereby improving literacy outcomes for all students at Cologne Academy.

To ensure students receive instruction that will meet these goals, all teachers attend professional development throughout the year to learn about school-wide initiatives such as *Data Driven Instruction*<sup>6</sup>, *Teach Like a Champion Techniques*<sup>7</sup>, and trending research best practices, such as cultural competency and Science of Reading. Once a week teachers meet in a Professional Learning Community (PLC) group 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.

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<sup>6</sup>Bambrick-Santoyo, P. *Driven by Data: A practical guide to improve instruction*. San Francisco, CA: John Wiley and Sons, 2009.

<sup>7</sup>Lemov, D. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco: Jossey-Bass Inc Pub, 2010. Print.

# Cologne Academy Local Literacy Plan | 2024

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
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	20	0	0	20
Grades 4-5 (or 6) Classroom Educators (if applicable)	5	0	0	5
K-12 Reading Interventionists	3	0	0	3
K-12 Special Education Educators responsible for reading instruction	7			7
Pre-K through grade 5 Curriculum Directors	4			4
Pre-K through grade 5 Instructional Support Staff who provide reading support	6			6

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	3	0	0	3
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	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

## Action Planning for Continuous Improvement

To refine Cologne Academy’s implementation of evidence-based literacy instruction, we will address several key areas, including instructional practices, data-driven decision-making, and parent engagement.

### **Areas Needing Refinement:**

#### Instructional Practices:

- **Consistency and Fidelity:** Ensure that all teachers are consistently implementing the CKLA Skills reading curriculum with fidelity and understanding the why behind literacy routines. Variability in instruction can lead to unequal outcomes.
- **Differentiation:** Improve strategies for differentiating instruction to meet the diverse needs of all students, including those who are advanced.

#### Data-Driven Decision Making:

- **Response to data:** Use screening and daily assessment data to inform instructional decisions and to meet the needs of all learners.
- **Data Literacy:** Increase the understanding of how to respond to data derived from literacy assessments to drive instruction.

#### Parent Engagement and Communication:

- **Parent Communication:** Continue to improve the frequency of communication with parents regarding their child's progress in reading, including clear explanations of assessment/progress monitoring results and how parents can help at home.
- **Parental Involvement:** Engage parents in literacy activities and provide them with resources and strategies to support their children’s literacy development at home especially for our struggling readers.

### **Next Steps for Improvement**

#### Strengthen Instructional Practices:

- **Refine our Coaching Model:** Modify our coaching model to include a focus on best practices in literacy instruction. Provide teachers with feedback and support in the implementation of strategies learned in the LETRS training.
- **Utilize Technology Tools:** Encourage use of Amplify’s Boost Reading platform at home and at school to provide students with personalized literacy instruction and teachers with real-time data on student performance.

## Enhance Data-Driven Decision Making:

- Professional Development in Data Use: Provide targeted professional development to help educators become proficient in using data to inform instruction. This includes training on FASTbridge reports, Amplify's Boost, Reading and the Assessment and Remediation Guide.
- Monitor Implementation: Develop a system for monitoring the implementation of data-driven practices to ensure consistency and effectiveness across all classrooms.

## Increase Parent Engagement and Communication:

- Parent Resources: Provide resources to parents that focus on evidence-based literacy strategies they can use at home including the importance of reading aloud to your child, book suggestions, phonemic awareness activities, and vocabulary building.
- Regular Updates: Send regular updates to parents from teachers and reading interventionists about their child's progress, including detailed reports and suggestions for supporting literacy at home.

By focusing on these areas and taking these next steps, Cologne Academy can significantly enhance the implementation of evidence-based literacy instruction. This will lead to greater teacher efficacy, stronger collaboration with parents and improved literacy outcomes for all students.

**Additional Resources for Cologne Academy’s Literacy Plan:**

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

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

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://ufl.edu/education/ufl.edu/about/#our-research>

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

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

**<Click Here to view Cologne Academy’s Essential Standards>**

**<Click Here for Kindergartens standards alignment>**

**<Click Here for First Grades standards alignment>**

**<Click Here for 2nd Grades standards alignment>**

**<Click Here for Third Grades standards alignment>**