

READ Act School Year 2024 Local Literacy Plan Submission

1. Welcome Page

Welcome to the READ Act 2024 Local Literacy Plan submission. As part of this submission, you will provide details from the 2023-24 school year and the district or charter school's Literacy Plan for 2024-2025. Districts and charters can reference MDE's [Local Literacy Plan web page](#) for additional information, the template, Open Office Hour opportunities and ongoing updates.

This survey is for Cologne Academy (4188-07) specifically. One READ Act Local Literacy Plan submission is required per district or charter school. If you are unable to submit the required Local Literacy Plan for this district or charter school, please forward to the appropriate position. If this link is not for your district or charter school, or you don't know the appropriate person, stop here and [contact the MDE Literacy Unit](#).

2. Your Contact Information

1. Please confirm or update your contact information below.

First Name

Melissa

Last Name

Mase

Position

Lower School Principal

Company Name

Street Address

Apt/Suite/Office

City

State

Zip

Country

Email Address

mmase@cologneacademy.org

Phone Number

Fax Number

Mobile Phone

URL

3. Screening Data

2. Universal Screener:

FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)

3. Benchmark screening: Please provide numbers of students in each category below.

	Universally Screened in Fall	At or Above Benchmark in Fall	Universally Screened in Spring	At or Above Benchmark in Spring
KG	74	50	79	70
1st	89	68	88	66
2nd	77	54	79	62
3rd	68	54	73	60
4th	78	61	78	68
5th	93	60	93	69
6th	50	44	52	46
7th	55	47	55	51
8th	69	56	66	56
9th				
10th				
11th				
12th				

4. Dyslexia screening: Please provide numbers of students in each category below.

	Screened for Characteristics of Dyslexia	Identified with Characteristics of Dyslexia
KG	79	7
1st	88	18
2nd	79	14
3rd	73	6
4th	78	8
5th	93	8
6th	52	2
7th	55	1
8th	66	6
9th		
10th		
11th		
12th		

4. Additional Student Data

5. How many students in grades 4-12 who do not demonstrate mastery of foundational reading skills were approved for opting out of universal screening?

	Students
4th	0
5th	0
6th	3
7th	0
8th	1
9th	
10th	
11th	
12th	

6. Is the district or charter school utilizing a personal learning plan for students who are unable to demonstrate grade-level proficiency?

Yes

5. Notification & Engagement

7. Are parents or guardians notified when children are identified as not reading at or above grade level?

Yes

8. What method(s) are used to notify parents or guardians when children are identified as not reading at or above grade level?

Digital Messaging (email, text, or communication app)
 Parent-Teacher Conferences
 Letter sent home with student

9. How are families or the community engaged around literacy?

Parent Teacher Conferences
 School Events
 Other - (Required if Selected): Literacy Resource Table with Literacy Specialist available at Conference Nights

6. Curricula Resources

10. Curricular Resources: K-5 Comprehensive Programs

	Curricular Resource
KG	Other
1st	Other
2nd	Other
3rd	Other
4th	Other
5th	Other

11. If "Other" was selected above, identify the Curricular Resource used for K-5 Comprehensive Programs.

KG Comprehensive Program : Amplify CKLA Skills & Core Knowledge
1st Comprehensive Program : Amplify CKLA Skills & Core Knowledge
2nd Comprehensive Program : Amplify CKLA Skills & Core Knowledge
3rd Comprehensive Program : Amplify CKLA Skills & Core Knowledge
4th Comprehensive Program : Core Knowledge Core Classics and Poetry, Ladders, Common Core Coach, Step by Step, Writing Revolution
5th Comprehensive Program : Amplify Core Knowledge Poetry, Core Classics, Junior Great Books, Various novels, Common Core Coach, Ladders, Writing Revolution

12. Curricular Resources: K-2 Foundational Skills

	Curricular Resource
KG	Other
1st	Other
2nd	Other

13. If "Other" was selected above identify the Curricular Resource used for K-2 Foundational Skills.

KG Foundational Skills : Amplify CKLA Skills
1st Foundational Skills : Amplify CKLA Skills
2nd Foundational Skills : Amplify CKLA Skills

14. Curricular Resources: 3-5 Foundational Skills

	Curricular Resource
3rd	Other
4th	Other
5th	Other

15. If "Other" was selected above identify the Curricular Resource used for 3-5 Foundational Skills.

3rd Foundational Skills : Amplify CKLA Skills
4th Foundational Skills : Step by Step, Ladders, Common Core Coach, Writing Revolution
5th Foundational Skills : Common Core Coach, Ladders, Writing Revolution

16. Curricular Resources: K-5 Knowledge Building

	Curricular Resource
KG	Other
1st	Other
2nd	Other
3rd	Other
4th	Other
5th	Other

17. If “Other” was selected above identify the Curricular Resource used for K-5 Knowledge Building.

KG Knowledge Building : Core Knowledge
1st Knowledge Building : Core Knowledge
2nd Knowledge Building : Core Knowledge
3rd Knowledge Building : Core Knowledge
4th Knowledge Building : Core Knowledge
5th Knowledge Building : Core Knowledge

18. Curricular Resources: Reading Intervention Grades K-5

KG Reading Intervention : Heggerty, Fly Leaf, UFLI, Orton Gillingham, FASTBridge reading interventions
1st Reading Intervention : Heggerty, Fly Leaf, UFLI, Orton Gillingham, FASTBridge reading interventions
2nd Reading Intervention : Fly Leaf, UFLI, Orton Gillingham, FASTBridge reading interventions
3rd Reading Intervention : Fly Leaf, UFLI, Orton Gillingham, FASTBridge reading interventions
4th Reading Intervention : Fly Leaf, Orton Gillingham, FASTBridge reading interventions
5th Reading Intervention : Fly Leaf, Orton Gillingham, FASTBridge reading interventions

19. Curricular Resources: ELA Core Grades 6-12

6th ELA Core : Amplify Core Knowledge Poetry, Realms of Gold, Junior Great Books, Common Core Coach, Core Knowledge History, Writing Revolution
7th ELA Core : Amplify Core Knowledge Poetry, Realms of Gold, Junior Great Books, Common Core Coach, Various nonfiction novels and articles, 5 paragraph persuasive writing
8th ELA Core : 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
9th ELA Core : NA
10th ELA Core : NA
11th ELA Core : NA
12th ELA Core : NA

20. Curricular Resources: Reading Intervention Grades 6-12

6th Reading Intervention : Fly Leaf, Orton Gillingham, FASTBridge reading interventions
7th Reading Intervention : Fly Leaf, Orton Gillingham, FASTBridge reading interventions
8th Reading Intervention : Fly Leaf, Orton Gillingham, FASTBridge reading interventions
9th Reading Intervention : NA
10th Reading Intervention : NA
11th Reading Intervention : NA
12th Reading Intervention : NA

7. Frameworks

21. Does the district or charter school implement a multi-tiered system of support (MTSS) for students in reading?

Yes

22. Does the district or charter school implement [MnMTSS](#) or another multi-tiered system of support framework?

MnMTSS Framework

8. Identification Processes and Progress Monitoring

23. Are other sources considered (e.g. diagnostic assessment, academic benchmarks, classroom performance, formative assessment etc.) to determine targeted reading instruction that is evidence based for students potentially needing more support through a screening process?

Yes

24. Has a criterion been established for entrance into targeted reading instruction support or intervention?

Yes

25. Has a progress monitoring protocol been established to determine when targeted reading instruction should be intensified or modified?

Yes

26. Has a criterion been established for exiting out of targeted reading instruction support or intervention?

Yes

27. Does the criteria for exit from targeted reading instruction include multiple weekly data points?

Yes

9. Professional Learning

28. Does the district or charter school have a Professional Learning Plan as required within the Local Literacy Plan?

Yes

29. MDE approved Professional Learning Programs

	Total in District or Charter School	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for reading instruction	0	0	0	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	20	0	0	20
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	0	0	7
PreK-5 Curriculum Directors	4	0	0	4
PreK-5 Instructional Support Staff who provide reading support	6	0	0	6

30. Does your district or charter school need an extension to complete Professional Development for Phase 1 Educators?

No

What is the anticipated completion date for Phase 1 Educators?

10. Literacy Plan Upload and Reflection

31. Upload a copy of the district or charter school Local Literacy Plan for the 2024-25 school year:

[FY24 Cologne Academy 4188_07_Local_Literacy_Plan.pdf](#)

32. Please provide a link (URL) to the local literacy plan posted on the district or charter school official website.

<https://cologneacademyorg.finalsite.com/fs/resource-manager/view/60f95de3-91a1-4930-99eb-7b41070c3382>

33. Please provide a brief summary of what went well in this year's implementation of evidence-based literacy instruction.

Comprehensive training improved instruction and a deep understanding of the science of reading, including linguistics. Teachers adhered closely to the curriculum, ensuring consistency and rigor in instruction. The increased knowledge and skills gained from the professional development translated into higher teacher efficacy. Teachers felt more confident in delivering literacy instruction, which positively impacted outcomes. Regular data collection enabled educators to make informed decisions.

34. Briefly describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction.

Ensure teachers implement CKLA Skills reading curriculum with fidelity, understand literacy routines, and differentiate instruction for diverse student needs. Refine the effective use of data to inform instructional decisions and increase communication with parents. Continue to provide parents with reading resources and strategies to support children's literacy development at home.

35. Provide a brief description of next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

Provide teacher coaching with feedback and support in the implementation of strategies learned in the LETRS training. Provide targeted professional development to become proficient in using data to inform instruction (training on FASTbridge reports, Amplify's Boost, Reading and the Assessment and Remediation Guide) 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.

11. Thank You!

Thank you for completing the READ Act Local Literacy Plan Submission. If you have additional questions, please contact the [MDE Literacy Unit](#).