



## Local Literacy Plan Template: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. Districts and charter schools may utilize this format, or an alternative format developed by the district or charter school. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

### District or Charter School Information

**District or Charter School Name and Number:** Columbia Heights Public Schools #0013

**Date of Last Revision:** May 31, 2024

### Minnesota READ Act Goal

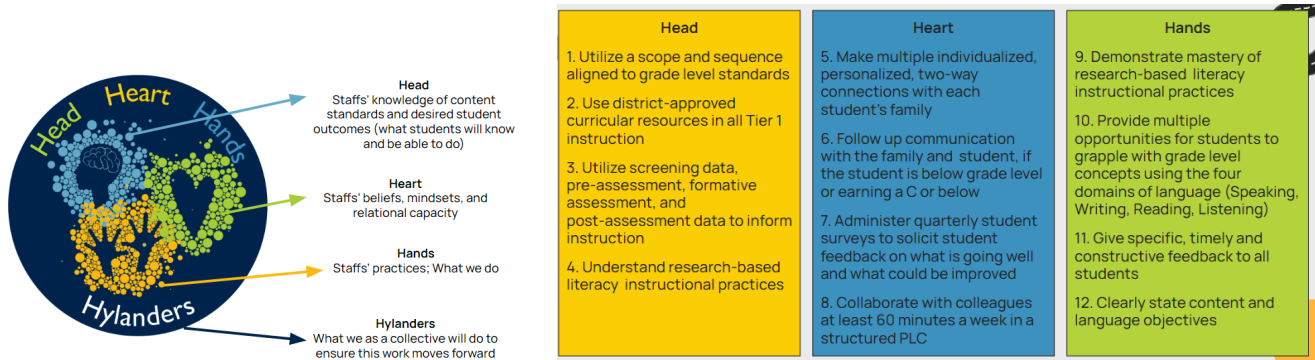
The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

### District or Charter School Literacy Goal

*Describe the district or charter school's literacy goals for the 2024-25 school year.*

The district's goals are Academics and Equity to ensure each and every student is growing in literacy. To support this goal, Columbia Heights Public Schools leaders (administration, teachers, district staff) have focused on 12 practices summarized by Head, Hearts, and Hands. (Slideshow for [Heads, Heart, Hands](#))

These are the district’s Head, Heart, and Hands agreements:



Using these practices, schools created school goals to support student success. These goals incorporated the data used to measure the practices. The data included assessment proficiency and growth, walkthrough forms, and surveys.

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

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

## Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

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>mCLASS with DIBELS 8<sup>th</sup> Edition</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 (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</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 (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Functional Phonics Placement Assessment</b>  <b>Unit Level Placement Assessment</b>	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" 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 checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

<b>Functional Phonics+ Functional Morphology Spelling Placement Survey</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" 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 checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
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## Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

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>Name of Screener: FastBridge aReading</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener: FastBridge aReading</b>	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological	<input checked="" type="checkbox"/> Universal Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall)

<b>FastBridge CBMReading</b>	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Functional Phonics+ Functional Morphology Spelling Placement Survey</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" 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 checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

## Parent Notification and Involvement

*Describe the method(s) that are used to notify parents or guardians when children are identified as not reading at or above grade level and the reading related services provided. Include what strategies are shared with parents/families to use at home.*

Data is shared with families in multiple modes and throughout the year. At the beginning of the year conferences, families receive student data from September and from the Spring of the previous year. These include FastBridge, MCAs, and ACCESS. These scores are used to discuss goal setting for the year.

After screening, every child who qualifies for Reading Corps services receives a letter home describing the tutoring/intervention services they will receive. All students receiving Reading Corps services receive a monthly family newsletter that describes their progress in intervention sessions and provides activities for families to do at home that are directly related to the specific literacy skills practiced in tutoring sessions with Reading Corps tutors.

Throughout the year, progress reports are shared that provide updates on FastBridge scores and class work. In elementary schools, Functional Phonics data is also shared to provide updates on growth and interventions. In addition, teachers call families in the Spring to provide updates on progress. These check-ins provide families with student data focused on progress and proficiency. This also allows families to see a full picture of the services their students receive to support literacy. Staff provide ideas and materials to support continued learning at home to increase literacy success.

# Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

## Summary Data Kindergarten through 3<sup>rd</sup> Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally 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
KG	195	79	231	75	195	0
1st	230	54	254	85	230	3
2 <sup>nd</sup>	207	67	244	89	207	6
3 <sup>rd</sup>	192	59	230	68	192	5

## Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students <i>(using fall data)</i>	Number of Students Identified as Not Reading at Grade Level A = At or above grade level	Spring	Number of Students Identified as Not Reading at Grade Level A = At or above grade level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 <sup>th</sup>	218	149 A: 69	261	199 A: 62	218	3
5 <sup>th</sup>	191	145 A: 46	238	184 A: 54	191	2
6 <sup>th</sup>	221	141 A: 80	262	170 A: 92	221	0
7 <sup>th</sup>	229	158 A: 71	267	192 A: 75	229	1
8 <sup>th</sup>	219	149 A: 70	256	177 A: 79	219	0
9 <sup>th</sup>	233	155 A: 78	218	139 A: 79	233	1
10 <sup>th</sup>	256	155 A: 101	243	148 A: 95	256	0
11 <sup>th</sup>						

12 <sup>th</sup>						
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Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

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	Functional Phonics	Foundational Skills	45 minutes Whole Class
KG	Wonders	Knowledge Building	20 minutes Whole Class Instruction, 30 minutes Differentiated Instruction
1 <sup>st</sup>	Functional Phonics	Foundational Skills	45 minutes Whole Class
1 <sup>st</sup>	Wonders	Knowledge Building	20 minutes Whole Class Instruction, 35-45 minutes Differentiated Instruction
2 <sup>nd</sup>	Functional Phonics	Foundational Skills	45 minutes Whole Class
2 <sup>nd</sup>	Wonders	Knowledge Building	20 minutes Whole Class Instruction, 35-45 minutes Differentiated Instruction
3 <sup>rd</sup>	Functional Phonics + Morphology	Foundational Skills	20 minutes (Functional Morphology)- 45 minutes (Functional Phonics) Whole Class
3 <sup>rd</sup>	Wit & Wisdom (pending Board approval)	Knowledge Building	75-90 minutes Whole Class, 25 minutes Differentiated Instruction

4 <sup>th</sup>	Functional Phonics + Morphology	Foundational Skills	20 minutes (Functional Morphology)- 45 minutes (Functional Phonics) Whole Class
4 <sup>th</sup>	Wit & Wisdom (pending Board approval)	Knowledge Building	75-90 minutes Whole Class, 25 minutes Differentiated Instruction
5 <sup>th</sup>	Functional Phonics + Morphology	Foundational Skills	20 minutes (Functional Morphology)- 45 minutes (Functional Phonics) Whole Class
5 <sup>th</sup>	Wit & Wisdom (pending Board approval)	Knowledge Building	75-90 minutes Whole Class, 25 minutes Differentiated Instruction

# Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 <sup>th</sup>	Novel/Text Based	<p>Background Knowledge: build knowledge for whole class novels/short stories</p> <p>Vocabulary and Word Recognition: Morphology study focused on prefixes and breaking words down into parts/syllables, building of Tier 2 &amp; 3 vocabulary during pre-reading, and utilizing context clues as reading. Multi-weekly fluency practice through choral, echo, and partner reading along with reader’s theater.</p> <p>Literary Knowledge: Explicit instruction in the traits that make a genre and literary elements with guided practice working towards students being able to identify and analyze independently. Annotation of texts and daily responses to literature.</p> <p>Language Structures: Explicit instruction in language structures including sentence types and structures, building from sentence-level writing to multi-paragraph writing in the genres of narrative,</p>	<p>Block Schedule</p> <p>80 minutes every other day (except EL and SPED - 80 minutes daily)</p>

		<p>argument, persuasive, literary analysis, and research.</p> <p>Verbal Reasoning: Discussions around literature, turn and talks, Socratic Seminars</p>	
7 <sup>th</sup>	Novel/Text Based	<p>Background Knowledge: build knowledge for whole class novels/short stories</p> <p>Vocabulary and Word Recognition: Morphology study focused on prefixes and roots and breaking words down into parts/syllables, building of Tier 2 &amp; 3 vocabulary during pre-reading, and utilizing context clues as reading. Multi-weekly fluency practice through choral, echo, and partner reading along with reader's theater.</p> <p>Literary Knowledge: Explicit instruction in the traits that make a genre and literary elements with guided practice working towards students being able to identify and analyze independently. Annotation of texts and daily responses to literature.</p> <p>Language Structures: Explicit instruction in language structures including sentence types and structures, building from sentence-level writing to multi-paragraph writing in the genres of narrative,</p>	<p>Block Schedule</p> <p>80 minutes every other day (except EL 1-4 - 80 minutes daily)</p>

		<p>argument, persuasive, literary analysis, and research.</p> <p>Verbal Reasoning: Discussions around literature, turn and talks, Socratic Seminars</p>	
8 <sup>th</sup>	Novel/Text Based	<p>Background Knowledge: build knowledge for whole class novels/short stories</p> <p>Vocabulary and Word Recognition: Morphology study focused on roots and breaking words down into parts/syllables, building of Tier 2 &amp; 3 vocabulary during pre-reading and utilizing context clues as reading. Multi-weekly fluency practice through choral, echo, and partner reading along with reader's theater.</p> <p>Literary Knowledge: Explicit instruction in the traits that make a genre and literary elements with guided practice working towards students being able to identify and analyze independently. Annotation of texts and daily responses to literature.</p> <p>Language Structures: Explicit instruction in language structures including sentence types and structures, building from sentence-level writing to multi-paragraph writing in the genres of narrative,</p>	<p>Block Schedule</p> <p>80 minutes every other day (except EL 1-4 - 80 minutes daily)</p>

		<p>argument, persuasive, literary analysis, and research.</p> <p>Verbal Reasoning: Discussions around literature, turn and talks, Socratic Seminars</p>	
9 <sup>th</sup>	Novel/Text Based	<p>Close Reading</p> <p>Research</p> <p>Literary Analysis</p> <p>Collaboration/Group Work</p> <p>Writing Process</p> <p>MLA in-text citations</p>	<p>Block Schedule</p> <p>80 minutes every other day</p>
10 <sup>th</sup>	Novel/Text Based	<p>Close Reading</p> <p>Research</p> <p>Argumentative Writing</p> <p>Collaboration/Group Work</p> <p>Writing Process</p> <p>MLA/Works Cited</p>	<p>Block Schedule</p> <p>80 minutes every other day</p>
11 <sup>th</sup>	Novel/Text Based	<p>Close Reading</p> <p>Research</p> <p>Argumentative Writing</p> <p>Collaboration/Group Work</p> <p>Writing Process</p> <p>Citation</p> <p>Annotated bibliography</p> <p>College Scholarship Essay</p>	<p>Block Schedule</p> <p>80 minutes every other day</p>

<p>12<sup>th</sup></p>	<p>Novel/Text Based</p>	<p>Marking the Text</p> <p>Allegory &amp; Postcolonialism</p> <p>MLA Format</p> <p>In-Text vs. Works Cited Citations</p> <p>Claim, Evidence, &amp; Clincher</p> <p>Poetry Composition &amp; Analysis</p> <p>Socratic &amp; Fishbowl Lit Discussions</p> <p>Scholarly Research</p>	<p>Block Schedule</p> <p>80 minutes every other day</p>
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## Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

*Discuss if and how the district is implementing a multi-tiered system of support framework.*

*Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.*

*Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.*

The district has started the MnMTSS framework journey. Many district leaders have attended COMPASS training and are currently in the second set of training to support creating the framework. The district has contracted with Dave Stern to support district leadership (administration, lead teachers, and district staff) to focus in on the continuous improvement process which is vital to MnMTSS work. In addition, Columbia Heights Public Schools received the MnMTSS grant which will support hiring a lead for the work for the next two years.

The current focus is on all teachers providing strong literacy instruction to meet the needs of all students through grade level, approved, equitable curriculum aligned with standards, that is used for whole group culturally responsive Tier 1 instruction.

The district utilizes FastBridge for all students in grades K-10. Each fall, all students in K-10 are given a literacy screener through FastBridge (earlyReading English or aReading and CBM Reading - English). This screener includes a variety of subtests (such as letter names, onset sounds, etc.) based on the grade level needs. After the screener, classroom teachers, special education teachers, English Learner teachers, and administration meet to discuss the needs for each student based on the scores. Using the data, teachers determine which students need intervention support as well as which students may need enrichment. Teachers work with families to decide on a plan to support students using the Multi-Tiered System of Supports.

The expectation is also that all teachers meet regularly in structured PLC teams focused on Tier 1 instruction and identification of needed Tier 2 supports. Teams regularly examine formative and summative assessment data to determine next steps for instruction and intervention. Students are frequently assessed for progress in their reading fluency or skill. This information is used to adjust instruction, including the movement of individual students to more appropriate groups. Teachers provide students with explicit instruction in the areas of reading that research has identified as the foundation for continued improvement. These foundational components include phonemic instruction, phonics, and fluency. In addition, students work to develop vocabulary and comprehension skills.

**Tier 2:** When data indicates that a student is struggling to reach grade-level proficiency, additional instructional support is provided through Tier 2 Interventions. These interventions include explicit instruction and practice in areas that have been identified as a current need. A variety of interventions, including PRESS, are in place to ensure all students are receiving appropriate assistance. Students also receive individualized or small group instruction from teachers, building Reading Interventionist teachers, or members of the Minnesota Reading Corps (MRC). These interventions are based upon the diagnostic assessments given to students. Students receiving Tier 2 interventions are assessed on a weekly basis to measure progress.

Any student scoring below grade level targets on FastBridge screening assessments are eligible to receive Reading Corps tutoring. Students in Reading Corps receive 20 minutes of intervention per day during the school day. Students receiving Reading Corps services are progress monitored on a weekly basis using a standardized curriculum-based measure (FastBridge Test of Letter Sounds, Fastbridge Test of Nonsense Words English, Fastbridge CBM-R). These data are graphed to ensure that students are making progress in Reading Corps interventions. Reading Corps coaches use these data to guide intensification and modification to intervention sessions. Intervention modification and change decisions are reliant on regular, direct observation of tutoring sessions and the assessment and analysis of intervention fidelity data, dosage data and student engagement data. Students must have two of the last three progress monitoring data points above the upcoming seasonal benchmark target to exit from Reading Corps tutoring interventions. Students who exit from Reading Corps continue to be progress monitored weekly using a 1-minute FastBridge probe until the end of the school year.

**Tier 3:** Some students require even more intensive service to achieve proficiency. This will be provided through individualized instruction using a research-based intervention that has been determined through the collaborative analysis of data by two or more teachers (often including Special Education and English Learner teachers) to best meet the current needs of a student. The Student Assistance Team (SAT) also supports this level of intervention. The District has a lengthy menu of interventions that target specific needs in phonics, fluency, comprehension, phonemic awareness, and vocabulary.

## Professional Development Plan

*Describe the district or charter school professional development plan for training educators on structured literacy. Include the name of the approved professional development program, timeline for completion.*

*Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.*

Phase 1 required staff including K-5 Classroom Educators, K-5 Reading Intervention Teachers, K-12 Special Education responsible for reading instruction, district staff, and staff who select literacy instructional materials for grades PreK-5 will be trained in CORE Learning's Online Language and Literacy Academy. PreK Classroom Educators will be trained in LETRS for Early Childhood.

Time to complete training will be provided through a combination of district in-service days, building days, early release days, and staff meetings throughout the 2024-2025 school year. Staff will complete training by June 2025.

The district will support the implementation of structured literacy by providing time for training, providing clarity around literacy must-dos, and ongoing instructional coaching.

Data to be collected includes implementation data (self-reported and from instructional coach and principal observations), student formative and summative assessment data, and FastBridge screening data. Data will be used through PLC cycles and Data Days throughout the school year. Additionally, instructional coaches and principals regularly look at data to prioritize support for teachers in literacy instructional practices.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

<b>Phase 1: 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>
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	16	0	0	16
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	50	7	0	43
Grades 4-5 (or 6) Classroom Educators (if applicable)	19	1	0	18
K-12 Reading Interventionists	5	1	0	4
K-12 Special Education Educators responsible for reading instruction	30	1	0	29
Pre-K through grade 5 Curriculum Directors (Includes	16	2	0	14

all Directors & Coordinators connected to literacy)				
Pre-K through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

<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 <i>(CHPS: 6-12 as we are training 4-5 with K-3)</i>	104	0	1	103
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers) <i>(CHPS: Those not included in Phase I)</i>	10	0	0	10
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	0	0	1
Grades 6-12 Instructional support staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors (Includes Directors & Coordinators connected to literacy- individuals as above)	16	2	0	14
Employees who select literacy instructional materials for Grades 6-12	8	0	0	8

## Action Planning for Continuous Improvement

*Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.*

Through reflection and data analysis, there are two main areas of focus for continuous improvement for 2024-2025. These two areas are strengthening the MTSS framework and continued alignment to the READ Act.

### **MTSS**

In 2022-23, foundational steps toward full engagement in meaningful MnMTSS work took place. Through a COMPASS cohort and Plan-Do-Study-Act cycles at all schools, teachers and administrators began to navigate MnMTSS frameworks and saw growth in student learning and educator support for the process. The intentional and targeted work of this cohort was successful and highlighted the need for a coordinator role to scale, strengthen, and sustain MnMTSS frameworks throughout the district. Columbia Heights Public Schools applied for and successfully secured an MnMTSS grant award to create an MTSS Coordinator position. This role will begin July 1, 2024.

The goal of the MTSS Coordinator position is to build the capacity of district leaders to support the implementation of the MnMTSS framework to improve outcomes for students. The MTSS Coordinator will support leaders, lead professional development, and aid in the creation of a district MTSS framework aligned to the MnMTSS framework. Through the work of the MTSS Coordinator, a framework will be collaboratively developed to include the five fundamental components of MnMTSS: Infrastructure for Continuous Improvement; Family and Community Engagement; Multi-layered Practices and Support; Assessment; and Data-Based Decision Making.

The MTSS Coordinator will:

- Support educators in the effective execution of Tier 1 instruction and Tier 2 and 3 interventions, problem-solving processes, data-based decision-making, progress monitoring, and communication and collaboration processes among Student Intervention Teams (SIT).
- Support accurately measuring student achievement data and implementing next steps for boosting and maintaining student growth achievement.
- Streamline educators' instructional efforts and ability to respond to student data effectively to increase student achievement in all academic areas.
- Meet regularly with building and district leaders to align school and district goals as they relate to the MTSS framework.
- Collaborate across schools to create consistency in systems.

## **READ Act**

Columbia Heights Public Schools has been in the process of providing professional development and resources to support structured literacy. With the clarity provided through the READ Act, the district will continue this process by focusing on professional development, instruction, and materials.

Currently, almost all licensed staff have completed the Short Course of Reading through the Hill Center. Moving into Fall of 2024, Phase 1 staff, plus grades 4 and 5 teachers, will be completing either LETRS for Early Childhood (for Early Childhood Staff) or CORE Learning's Online Language and Literacy Academy (OL & LA).

During the 2023-2024 school year, Instructional coaches and staff from the Regional Centers of Excellence began the process of supporting professional learning communities (PLCs) with aligning tier 1 instruction to grade-level state standards. This work will continue moving into next year as teams work on horizontal and vertical alignment.

The district has gone through the process of selecting and recommending a new knowledge building curriculum for grades 3-5 to the Columbia Heights Board of Education. The Board will be reviewing and deciding at a June meeting. Moving into the Fall, support will be provided with the implementation of the new curriculum. The district will continue the curriculum review process of the ELA resources in grades K-2 and 6-8 in the 2024-2025 school year.