

Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Columbia Heights Public School District (0013-01)

Date Submitted to the State 06/10/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Columbia Heights Public School District (0013-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](https://www.revisor.mn.gov/statutes/cite/120B.12). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Columbia Heights Public School District (0013-01)'s literacy goal(s) 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 linked below) These are the district's Head, Heart, and Hands agreements: -Utilize a scope and sequence aligned to grade level standards -Use district-approved curriculum resources in all Tier 1 instruction -Utilize screening data, pre-assessment, formative assessment, and post-assessment data to inform instruction -Understand research-based literacy instructional practices -Make multiple individualized, personalized, two-way connection with each student's family -Follow up communication with the family and student. If the student is below grade level or earning a C or below. -Administer student surveys twice per year to solicit student feedback on what is going well and what could be improved -Collaborate at least 60 minutes per week in a structured PLC, including multi-layered practices and support -Demonstrate mastery of research-based, culturally responsive instructional practices - Provide multiple opportunities for students to grapple with grade level concepts using the four domains of language (Speaking, Writing, Reading, Listening) - Give specific, timely and constructive feedback to all students -Clearly state content and language objectives 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. Slideshow link:

https://docs.google.com/presentation/d/1Yxn3bNwYZ5H_JFxtwXAwIJsA-L8cMoUyIsncdOIRqag/edit?usp=sharing

The following was implemented or changed to make progress towards the goal(s):

Throughout the school year, teachers, coaches and administrators worked on creating rubrics to monitor implementation. These rubrics were completed multiple times in the year to adjust implementation through additional support or resources. To support every student growing in literacy, Columbia Heights Public Schools strengthened Tier 1 instruction of literacy through -Collaboration of departments and schools to strengthen MTSS in Columbia Heights Public Schools -Hiring a MTSS Coordinator and Equity ---Coordinator through grants -Implementation of Wit & Wisdom in grades 3-5 as the core knowledge building curriculum -AVID (Advancement via Individual Determination) professional development for grades 6-12 to support Academic Language and Literacy -Coaching from the University of Minnesota to support full implementation of Functional Phonics+Morphology in K-5 -Collaboration with COMPASS advocates to support MTSS implementation COMPASS advocates supported 6-12 PLCs with standards alignment in Literacy and Math -Superintendent and Assistant Superintendent monitored implementation of Head, Heart, Hands through walkthroughs and Principal Instructional Leadership rubrics -Peer coaching -PLC support by administrators, Peer Coaches, and Central Office

The following describes how Columbia Heights Public School District (0013-01)'s current student performance differs from the literacy goal detailed in the READ Act:

The READ Act goal of every student reading at grade level differs from the district goal of every student growing. Columbia Heights Public Schools is a very diverse school district made up of about 50% of students qualifying as English Learner (EL) and about 17% receiving Special Education services. Research shows that it takes 4-7 years to become a proficient reader in a new language. Columbia Heights Public Schools focuses on the growth of students to ensure they are making growth towards proficiency.

Columbia Heights Public School District (0013-01)'s literacy goal(s) for the 2025-26 school year:

The district's goals are Academics and Equity to ensure each and every student is growing in literacy. The district will put an emphasis on Aggressive Growth to support closing the gap to proficiency. The district will do this by enhancing the structured literacy instructional framework in all schools by providing strong grade level Tier 1 instruction and amplifying Tier 2 and 3 support: -Grade level, approved, equitable curriculum, aligned with identified standards, is used for whole group culturally responsive instruction (Tier 1). -Small group and individual instruction targeted to students' observed and assessed needs in specific aspects of literacy development (Tier 2 & 3). -Use of time during literacy instruction follows district guidelines based upon research.

Columbia Heights Public School District (0013-01)'s Local Literacy Plan is posted on the district website at:

<https://www.colheights.k12.mn.us/academics/academics>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Columbia Heights Public School District (0013-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Columbia Heights Public School District (0013-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	210	68	217	64	227	76
Grade 1	200	51	201	55	225	67
Grade 2	231	53	246	66	243	72
Grade 3	222	83	247	76	239	84

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Columbia Heights Public School District (0013-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Columbia Heights Public School District (0013-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	227	2
Grade 1	225	5
Grade 2	246	4
Grade 3	247	6

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Columbia Heights Public School District (0013-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	FastBridge aReading	Renaissance (FastBridge)	Vendor composites using vendor benchmarks
Grade 5	FastBridge aReading	Renaissance (FastBridge)	Vendor composites using vendor benchmarks
Grade 6	FastBridge aReading	Renaissance (FastBridge)	Vendor composites using vendor benchmarks
Grade 7	FastBridge aReading	Renaissance (FastBridge)	Vendor composites using vendor benchmarks
Grade 8	FastBridge aReading	Renaissance (FastBridge)	Vendor composites using vendor benchmarks
Grade 9	FastBridge aReading	Renaissance (FastBridge)	Vendor composites using vendor benchmarks
Grade 10	FastBridge aReading	Renaissance (FastBridge)	Vendor composites using vendor benchmarks
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Columbia Heights Public School District (0013-01) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

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not reading at grade level. Given the information provided by MDE at this point, Columbia Heights Public Schools plans to use a gated screening approach. FastBridge screening data will be used for students in grades 4-10, and ROAR (Rapid Online Assessment of Reading) data will be used for students in grades 11-12. This data will be used to determine which students are not reading at grade level. Students who are "High Risk" or "Some Risk" in FastBridge, or "Needs Extra Support" or "Developing Skill" in ROAR will be identified for additional screening using Capti ReadBasix.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Columbia Heights Public School District (0013-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	223	160	9	10
5th	262	186	6	13
6th	250	167	2	22
7th	250	158	2	13
8th	259	169	2	12
9th	309	165	1	40
10th	252	144	1	21
11th	0	CTSTR	CTSTR	CTSTR
12th	0	CTSTR	CTSTR	CTSTR

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Columbia Heights Public School District (0013-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods 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

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

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Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events

Continuous Improvement for Parent Notification

Columbia Heights Public School District (0013-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

For the 2025-2026 school year, families of students in grades 9-12 will be notified if their student is identified as reading below grade level. This information will be communicated through email, family conferences, or other engagement opportunities. In addition, strategies for families to use at home to support reading proficiency will be shared via email and conferences. For the 2025-26 school year, the EL department will share data of students not reading at grade-level at their Multilingual Family Nights to parents of students that qualify for EL services. Additionally, information will be shared to explain factors that contribute to students not reading at grade level and how to support their children in their literacy development.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Columbia Heights Public School District (0013-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

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 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. FastBridge screeners are also given in winter and spring. The district has Data Days throughout the school year for this data to be reviewed and for adjustments to be made based on the data. 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.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

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. Grades K-5 utilize Functional Phonics+Morphology as the Tier 1 foundational curriculum. Grades K-2 utilize Wonders as the Tier 1 knowledge-building curriculum, and grades 3-5 utilize Wit & Wisdom. Instructional coaches and school administrators participate in frequent walkthroughs to monitor fidelity of curriculum implementation. PLC teams also check in on student progress and instructional pacing weekly. Teachers gather data regularly, both through daily formative assessment and through progress monitoring that occurs approximately every five days within Functional Phonics+Morphology, and differentiate instruction in response to this data. As mentioned above, all teachers in grades PreK-12 also meet regularly in structured PLC teams focused on Tier 1 instruction. 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.

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Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

At both the elementary and secondary levels, FastBridge screening data is utilized to identify students in need of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention. If a student is identified as "High Risk" or "Some Risk" through FastBridge screening, they are considered for intervention. Additional data may be collected and reviewed through the Student Intervention Team (SIT) process. 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. 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 Intervention Team (SIT) 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.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below

Depends on the Intervention

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

K-12 teachers and K-5 Reading Interventionists progress monitor according to the guidelines of the specific intervention and/or the plan created through the SIT process. The SIT committee reviews progress monitoring data after four to six weeks to determine necessary intensifications or modifications of Tier 2 or 3 interventions. Progress monitoring data is collected at regular intervals depending on the protocol for that specific intervention.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

K-12 teachers and K-5 Reading Interventionists progress monitor according to the guidelines of the specific intervention and/or the plan created through the SIT process. The SIT committee reviews progress monitoring data after four to six weeks to determine if a student is eligible to exit the intervention. Progress monitoring data is collected at regular intervals depending on the protocol for that specific intervention.

Does Columbia Heights Public School District (0013-01) use personal learning plans for literacy:

Yes

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The following students are provided a personal learning plan for literacy:

- All students not reading at grade level

The following components are included in the personal learning plans, if used:

For students in grades K-5, personal learning plans are updated quarterly and include the most recent FastBridge screening data, an update on instruction that has taken place in the areas of foundational literacy skills, comprehension skills, and writing, and an update on how the student is progressing in those areas. Support staff, EL teachers, Special Education teachers, and Reading Interventionists also provide a progress report as well as plans for next steps for student support. For students in grades 6-8, personal learning plans are updated in fall, winter, and spring and include historical and the most recent FastBridge screening data, strategies for improving their current score, and a graph of their historical and recent data. Additionally, the district has multiple data days throughout the year following screening windows for teachers of students in grades PreK-12. During these data days, teachers review screening data for both risk levels and growth and compile this data with additional data about students, including attendance data, formative and summative classroom assessment data, and updates from EL, Special Education, and/or Reading Intervention teachers. This compiled data is then used to adjust instructional plans for individual students and groups of students.

Continuous Improvement for Data-Based Decision Making for Action

Columbia Heights Public School District (0013-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

Per READ Act guidance, the district will provide evidence-based literacy intervention for students in kindergarten through grade 12 not reading at grade level using materials from the identified interventions reviewed by MDE and CAREI. These students will continue to receive evidence-based instruction, interventions, and progress monitoring until they achieve grade-level proficiency, as required by the READ Act.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) 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 evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports \(MnMTSS\)](#) Framework and encourages districts to adopt this framework when implementing MTSS.

Columbia Heights Public School District (0013-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Columbia Heights Public School District (0013-01) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Columbia Heights Public School District (0013-01) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

The district has hired an MTSS coordinator. This person will create continuity across schools to make sure systems in place are equitable. In collaboration with BrightWorks, the district will focus on professional development on MnMTSS practices and systems for secondary principals. The MTSS Coordinator will:

- Support schools in refining their tiered intervention processes to ensure timely and effective supports for all students, including academic, behavioral, and social-emotional tiered-instruction.
- Lead the development of a district-wide MTSS framework that includes common language, expectations, and tools for implementation.
- Facilitate professional development for school teams focused on data-driven decision-making, progress monitoring, and tiered interventions.
- Oversee fidelity checks and offer coaching to ensure schools are implementing MTSS with consistency and integrity.
- Promote collaboration among general education, special education, and student services staff to strengthen inclusive practices within MTSS.
- Analyze district- and school-level data to identify trends, gaps, and successes, informing ongoing adjustments and resource allocation.
- These changes aim to build sustainable MTSS structures that close gaps and improve student outcomes across the district.

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Columbia Heights Public School District (0013-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wonders, K-5, 2023 (Partially Aligned)	Knowledge Building	90
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wonders, K-5, 2023 (Partially Aligned)	Knowledge Building	90
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wonders, K-5, 2023 (Partially Aligned)	Knowledge Building	90
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 5	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Columbia Heights Public School District (0013-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	ADSIS Reading Intervention, Peer Coaching, FastBridge PRESS, MN Reading Corps	FastBridge, PRESS, MN Reading Corps
Grade 1	ADSIS Reading Intervention, Peer Coaching, FastBridge PRESS, MN Reading Corps	FastBridge, PRESS, MN Reading Corps
Grade 2	ADSIS Reading Intervention, Peer Coaching, FastBridge PRESS, MN Reading Corps	FastBridge, PRESS, MN Reading Corps
Grade 3	ADSIS Reading Intervention, Peer Coaching, FastBridge PRESS, MN Reading Corps	FastBridge, PRESS, MN Reading Corps
Grade 4	ADSIS Reading Intervention, Peer Coaching, FastBridge, PRESS, Reading Partners	FastBridge, PRESS, MN ReadingPartners
Grade 5	ADSIS Reading Intervention, Peer Coaching, FastBridge, PRESS, Reading Partners	FastBridge, PRESS, MN ReadingPartners
Grade 6	Peer Coaching, FastBridge, Dreamline	FastBridge
Grade 7	Peer Coaching, FastBridge, Dreamline	FastBridge
Grade 8	Peer Coaching, FastBridge, Dreamline	FastBridge
Grade 9	Peer Coaching, Promise Fellows	N/A
Grade 10	Peer Coaching, Promise Fellows	N/A
Grade 11	Peer Coaching, Promise Fellows	N/A
Grade 12	Peer Coaching, Promise Fellows	N/A

Continuous Improvement for Reading Interventions

Columbia Heights Public School District (0013-01) will make the following changes to reading interventions for the 2025-26 school year.

In the 2025-2026 school year, Functional Phonics+Morphology will be utilized as a supplemental Tier 2 reading intervention in grades 1-5.

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Columbia Heights Public School District (0013-01) is using the following approved professional development program:

- CORE OLLA
- LETRS

Date of expected completion for Phase 1 Professional Development: 06/30/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator
- Local Certified Trainee

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Teachers who do not complete the approved training with at least 80% proficiency have an individualized support plan based on their provided transcript that may include coaching or additional professional development.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

K-5 teachers enter their class data from Functional Phonics+Morphology, the district's foundational curriculum, weekly. Instructional coaches and school administrators regularly review individual teacher data from Functional Phonics+Morphology to ensure teachers are making adequate progress with students, and follow up with teachers as needed. Additionally, instructional coaches and administrators conduct regular walkthroughs to ensure fidelity of implementation of both the foundational and knowledge-building curricula and review data with teams.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Instructional coaches and administrators provide feedback for all teachers, as well as coaching and support as needed. This support may include co-planning, modeling lessons, or providing opportunities for peer observations.

The following changes in instructional practices have impacted students :

This is the district's second year of implementing Functional Phonics+Morphology in grades K-5, and the

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district's first year of implementing Wit & Wisdom in grades 3-5. Through the use of Functional Phonics+Morphology, students have grown in the areas of phonemic awareness, phonics, and fluency. More students are ending the year in on-grade-level Functional Phonics+Morphology lessons than in year one of implementation, and more classes are anticipated to start in on-grade-level lessons at the start of next school year than in years one and two of implementation. This is attributed to the understanding the educators gained from the professional development and the use of evidence-based instructional resources that are being used. Columbia Heights Public School District (0013-01) has implemented the following professional development and support for teachers around culturally responsive practices:

All educators identified in the READ Act for Phase 1 completed an MDE-approved training. Early Childhood educators completed LETRS for Early Childhood and the remaining Phase 1 educators completed CORE Learning's Online Language and Literacy (OL&LA) course. Both courses incorporated culturally responsive literacy practices. Additionally, grades 6-12 educators who were not completing READ Act-required training received professional development from AVID around Academic Language and Literacy: Asset-Based Instruction for All Classrooms. This training addressed culturally responsive strategies to build academic language through reading, writing, speaking, and listening scaffolds for all students. Afternoons of in-service days were dedicated to application time for teachers to immediately put their learning into action. Moving forward, CHPS will continue the focus on Academics and Equity. PLCs and professional development will continue to support educators with implementing culturally responsive literacy practices. In addition, CHPS will be implementing a new Teacher Development Evaluation tool in 2025-2026 that has a focus on culturally responsive instruction. Columbia Heights Public School District (0013-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Grades 6-12 ELA teachers collaborated this year with a COMPASS School Advocate from BrightWorks, who provided ongoing support as teachers engaged in standards alignment and course design, and hope to continue this work in the 2025-2026 school year. All district in-service days will include a focus on literacy in the 2025-2026 school year, including training provided for all 6-8 teachers from CAREI to support morphology, and a focus on writing in grades 9-12.

Continuous Improvement for Professional Development Plan

Columbia Heights Public School District (0013-01) will make the following changes to the professional development plan for the 2025-26 school year:

Additional Phase 1 Educators who have not yet completed Phase 1 training, including 6-12 EL teachers and new hires, will participate in Phase 1 training during the 2025-2026 school year. As mentioned above, all district in-service days will also include a focus on literacy in the 2025-2026 school year, including training provided for all 6-8 teachers from CAREI to support morphology, and a focus on writing in grades 9-12.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

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
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	18	16	2	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	25	12	0	13
K-3 Classroom Educators	59	58	0	1
Grades 4-5 (or 6) Classroom Educators (as determined by district)	19	19	0	0
K-12 Reading Interventionists	6	6	0	0
K-12 Special Education Educators responsible for reading instruction	37	33	1	3
PreK through grade 5 Curriculum Directors	15	11	1	3
PreK through grade 5 Instructional Support Staff who provide reading support	1	1	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
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Grades 4-12 Classroom Educators responsible for reading instruction	11	0	0	11
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	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	6	0	0	6

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Columbia Heights Public School District (0013-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$88,296.56

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$61,000.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Contracting or employing a District Literacy Lead
- Approved literacy screeners (this can include materials, training and coaching)

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Columbia Heights Public School District (0013-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$136,595.00

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Professional development on using evidence-based literacy screening and progress monitoring tools
- Stipends for teachers completing literacy training
- Curriculum reviewed by MDE that was rated as highly aligned

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$24000

If funds remain, the plan to spend down the remaining funds are as follows:

The funds will be used to purchase additional curriculum to support expansion of Wit & Wisdom and support funding the PD to support the screening for literacy K-12.