

# Minnesota READ Act Literacy Plan

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

For

Cologne Academy (4188-07)

Date Submitted to the State 06/11/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Cologne Academy (4188-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). 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

Cologne Academy (4188-07)'s literacy goal(s) for the 2024-25 school year:

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.

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

To support progress toward our 2024-2025 goals, our professional learning efforts have prioritized building teacher expertise through ongoing professional development in LETRS (Language Essentials for Teachers of Reading and Spelling) training and the implementation of the Literacy, Engagement, and Rigor (L.E.R.) initiative. L.E.R. has advanced our efforts to improve student achievement in reading. With the support of Friends of Education, we conducted structured classroom observations at Cologne Academy as well as a partner school to provide targeted feedback to our teachers on literacy instruction, student engagement, and rigor. Grounded in the science of reading and supported by LETRS (Language Essentials for Teachers of Reading and Spelling) training, teachers are now better equipped to recognize where each student is in their literacy journey and adjust instruction to meet those individual needs. This shift has fostered more intentional, data-driven teaching, particularly in foundational reading skills. Rather than relying on one-size-fits-all approaches, teachers are confidently diagnosing specific gaps and tailoring instruction in real time. In alignment with our goals, we've also adjusted the default benchmarks in FASTBridge to raise expectations and cast a broader net, ensuring more students who may otherwise have been overlooked are identified for early support. Our Teacher Support Team (TST) works to monitor student progress more efficiently, allowing for timely adjustments to intervention instruction. Additionally, the team has become more knowledgeable in utilizing diagnostic measures to troubleshoot when interventions are less effective than expected and students are not making adequate progress.

The following describes how Cologne Academy (4188-07)'s current student performance differs from the literacy goal detailed in the READ Act:

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

Cologne Academy (4188-07)'s literacy goal(s) for the 2025-26 school year:

Cologne Academy's literacy goals for the 2025-2026 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.

Cologne Academy (4188-07)'s Local Literacy Plan is posted on the district website at:

<https://www.cologneacademy.org/district-services/curriculum-assessments>

## 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 Cologne Academy (4188-07) 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 district set benchmark	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	FASTBridge aReading
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using district set benchmark	FAS

### 3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Cologne Academy (4188-07) 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	75	46	76	62	77	59
Grade 1	83	36	82	31	78	49
Grade 2	95	54	98	60	99	64
Grade 3	84	54	83	56	81	56

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 Cologne Academy (4188-07) 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.

Cologne Academy (4188-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

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

MDE composites

### Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	78	6
Grade 1	83	15
Grade 2	35	8
Grade 3	25	8

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 Cologne Academy (4188-07) 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 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
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 Cologne Academy (4188-07) to determine which students in grades 4-12 are not reading at grade level:

Beginning in the fall of the 2025-2026 school year, Cologne Academy will implement the MDE-approved Capti ReadBasix tool to screen for characteristics of dyslexia in students who are not reading at grade level, in alignment with the Minnesota READ Act. For students in grades 4-8, we will use FASTBridge FASTtrack Reading, specifically the aReading and AUTOreading assessment, as our initial universal screener to evaluate foundational reading skills. Students identified through this screening as performing below grade level (some risk or high risk) will then be referred for additional screening using the FAST CBM. Students scoring high risk for rate or flagged for accuracy will then be administered the Capti ReadBasix tool. Here are the steps: Step 1: Administer FASTBridge aReading and AUTOreading to determine which students have not mastered foundational reading skills. Students performing at some risk or high risk, are then administered the FAST CBM. Step 2: Students who score in high risk for rate or are flagged for accuracy on the CBM in step 1 are identified as not mastering

foundational skills. These students are administered all six subtests of Capti ReadBasix. Completing all subtests allows for a comprehensive assessment of a student's foundational literacy skills and reading comprehension.

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:

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

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

The following table displays the number of students in Cologne Academy (4188-07) 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				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

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 Cologne Academy (4188-07) 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	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
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
- Other - describe (Required)
  - student's progress monitoring data/plan

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

- Parent teacher conferences
- Other - describe (Required)
  - School-wide and classroom communications and interventionists communications to parents

## 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.

Cologne Academy (4188-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Interventions are aligned to each student's individual needs based on results and recommendations from the universal screener, in collaboration with the academic interventionist and classroom teacher. The instruction is tailored specifically to where the student did not meet expectations on the assessment. If additional diagnostic information is needed, we may administer further assessments, such as a phonological awareness or spelling assessment, to help guide the selection of a targeted intervention. The interventionists use research-proven strategies for struggling students. All strategies listed under interventions in Appendix III are from an evidence-based curriculum. Intervention lessons target phonological and phonetic skills in the Comprehensive Orton-Gillingham Plus, Flyleaf, Heggerty, UFLI and FASTBridge Intervention Resources. Once a student is identified for interventions, the teacher sends the communication home to families and additional instruction begins within a week of the communication. The interventionists work with students anywhere from 2-5 times a week for 20 or more minutes depending upon if students are part of Tier 2 or Tier 3 interventions. Cologne Academy prioritizes reading interventions to take place within the targeted reading time (K-4) or interventions (5-8). This time frame ensures students do not miss reading, math, science or history instruction. Referrals to our Teacher Support Team (TST) come in cooperation with the classroom teacher, interventionist, and instructional leader. The School Psychologist gathers additional background information from parents and teachers prior to TST meetings.

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

Fidelity of Tier 1 instruction is monitored through monthly observation and feedback cycles. These cycles are designed to support teachers in implementing evidence-based literacy practices with consistency, while also providing coaching on effective instructional moves aligned with the Science of Reading. Grade-level planning meetings are held regularly to analyze student data and adjust instruction accordingly. Following interim assessments, teams collaborate to identify students who need reteaching of specific curriculum components and to plan for differentiated instruction to meet diverse learning needs within the Tier 1 setting. Our universal screener also informs adjustments to Tier 1 instruction by providing data on whole-class proficiency levels and identifying trends. Based on these insights, teachers may implement whole-class interventions targeting foundational skills, such as phonemic awareness or phonics, to address common areas of need and ensure all students have access to strong core instruction.

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

Students in need of Tier 2 or Tier 3 interventions are identified based on data analysis such as classroom

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assessments, progress monitoring data, FASTBridge screener, MCA performance, interim assessment and observation. K-3 students scoring in the some risk or high risk categories on the FASTBridge screener are entered into reading interventions to ensure early intervention.

Progress monitoring data collection for students in Tier 2 occurs: Other: Explain below  
after 5 sessions

Progress monitoring data collection for students in Tier 3 occurs: Other: Explain below  
after 5 sessions

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:

The progress monitoring data determines next steps for intervention services. If progress is not as expected (Student's trend line or last 4 consecutive data points are below the goal line for the past 6 weeks), the licensed reading teacher develops a more intensive tier 2 intervention plan or a student may move to Tier 3 interventions. In the case where the results are still not as expected with the intensification or modification, 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.

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

To be considered for exit, student progress monitoring graphs will include: 5 or more data points. 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. Accuracy at or above 95%. The following criteria will then be discussed:

Criteria #1: At least 1 progress monitoring data point that exceeds the current and/or upcoming benchmark

(must monitor timing here of the upcoming or current benchmark assessment date) Criteria #2: Student

demonstrates proficiency with the core curriculum at grade level (ex. Skills Running Records, Interim or Unit

Assessments) Criteria #3: Student is performing at the 40th%ile or above, with consideration of the Component

breakdown in Kinder & 1st Grade Criteria #4: Classroom teacher, interventionist, and Literacy coordinator are all in agreement that the student is ready to exit and have a plan for monitoring in the classroom.

Does Cologne Academy (4188-07) use personal learning plans for literacy:

No

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

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· No data entered

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

No data entered

## 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.

Cologne Academy (4188-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Cologne Academy (4188-07) has participated in MDE MnMTSS professional learning:

Yes

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

Cologne Academy (4188-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

Beginning in the fall of the 2025-2026 school year, Cologne Academy will implement the MDE-approved Capti ReadBasix tool to screen for characteristics of dyslexia in students who are not reading at grade level, in alignment with the Minnesota READ Act. For students in grades 4-8, we will use FASTBridge FASTtrack Reading, specifically the aReading and AUTOreading assessment, as our initial universal screener to evaluate foundational reading skills. Students identified through this screening as performing below grade level (some risk or high risk) will then be referred for additional screening using the FAST CBM. Students scoring high risk for rate or flagged for accuracy will then be administered the Capti ReadBasix tool. Here are the steps: Step 1: Administer FASTBridge aReading and AUTOreading to determine which students have not mastered foundational reading skills. Students performing at some risk or high risk, are then administered the FAST CBM. Step 2: Students who score in high risk for rate or are flagged for accuracy on the CBM in step 1 are identified as not mastering foundational skills. These students are administered all six subtests of Capti ReadBasix. Completing all subtests allows for a comprehensive assessment of a student's foundational literacy skills and reading comprehension. Plan for the Frequency and Timing of Administration of Capti Access with ReadBasix Students in grades 4-12 determined to not be reading at grade level will be administered the Capti ReadBasix assessment in the fall, winter, and spring.

## 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 Cologne Academy (4188-07), 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	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Foundational	90
	· Core Knowledge History & Geography	Knowledge Building	30
	· Core Knowledge Science	Knowledge Building	30
Grade 1	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Foundational	90
	· Core Knowledge Science	Knowledge Building	30
	· Core Knowledge History and Geography	Knowledge Building	30
	· UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	30
Grade 2	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Foundational	90
	· Core Knowledge Science	Knowledge Building	35
	· Core Knowledge History and Geography	Knowledge Building	35
Grade 3	· Amplify Core Knowledge Language Arts (CKLA), K-5,	Foundational	105
	· Core Knowledge Science	Knowledge Building	35
	· Core Knowledge History and Geography	Knowledge Building	35
Grade 4	· Core Knowledge Core Classics and Poetry	Foundational	130
	· Core Knowledge History and Geography	Knowledge Building	35
	· Core Knowledge Science	Knowledge Building	35

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Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Grade 5	· Core Knowledge Core Classics and Poetry	Foundational	90
	· Junior Great Books	Foundational	90
	· Core Knowledge History & Geography	Knowledge Building	45
	· Core Knowledge Science	Knowledge Building	45

## 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 Cologne Academy (4188-07) 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	FastBridge interventions: Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner Heggerty UFLI Flyleaf Amplify ARG	Orton-Gillingham Plus
Grade 1	FastBridge interventions: Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner Heggerty UFLI Flyleaf Amplify ARG	Orton-Gillingham Plus
Grade 2	FastBridge interventions: Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner Heggerty UFLI Flyleaf	Orton-Gillingham Plus
Grade 3	FastBridge interventions: Word Boxes, Word Mix Up, Sight Words, Listening Passage Preview, Repeated Reading with Partner Heggerty Flyleaf	Orton-Gillingham Plus Orton-Gillingham Morphology Plus
Grade 4	FastBridge interventions: Listening Passage Preview, Repeated Reading with Partners Flyleaf	Orton-Gillingham Plus Orton-Gillingham Morphology Plus
Grade 5	Leveled Literacy Interventions (for comprehension)	Orton-Gillingham Plus Orton-Gillingham Morphology Plus
Grade 6	Leveled Literacy Interventions (for comprehension)	Orton-Gillingham Plus Orton-Gillingham Morphology Plus

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Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 7	Leveled Literacy Interventions (for comprehension)	Orton-Gillingham Plus Orton-Gillingham Morphology Plus
Grade 8	Leveled Literacy Interventions (for comprehension)	Orton-Gillingham Plus Orton-Gillingham Morphology Plus
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

[Continuous Improvement for Reading Interventions](#)

Cologne Academy (4188-07) will make the following changes to reading interventions for the 2025-26 school year:

We will be piloting the Groves curriculum resource in middle school.

## 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.

Cologne Academy (4188-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 07/13/2026

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

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

No data entered

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 reach the LETRS-recommended 80% proficiency level on their training will receive targeted support through multiple sources of professional development. This includes classroom observations followed by coaching feedback sessions and additional support during Professional Learning Community (PLC) time. Instructional leaders plan to work directly with these educators to reinforce content knowledge, model effective instructional practices, and ensure understanding of evidence-based literacy instruction.

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:

-Reading Assessment Data/Running Records Grades K-3: These are used to monitor how effectively foundational skills are being taught and acquired throughout the year. -PLC Data Discussions: Teachers review student data collaboratively and reflect on instructional practices, making data-driven decisions to improve fidelity to structured literacy. -Interim Assessment Data Grades 4th-8th: Used to assess alignment of instruction with reading standards and student mastery over time. -Classroom Observations: Instructional leaders regularly conduct observations focused on the delivery of structured literacy components, using walkthrough tools aligned to explicit, systematic instruction in literacy. Additionally, leaders monitor for student engagement and rigor. -Universal Screening and Progress Monitoring: FASTBridge screening and progress monitoring data are used to track student literacy growth and identify instructional areas that need refinement. The collected data will be used to: -Identify trends and gaps in student learning to tailor professional development. -Inform instructional strategies and interventions. -Regularly reflect on and refine literacy practices.

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:

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

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instruction: -Instructional Coaching: Coaches provide individualized support, including co-planning, modeling lessons, and side-by-side teaching based on classroom observation data. -Feedback Sessions: Targeted feedback is provided to educators following observations, focused on strengths and specific areas for growth in structured literacy components. -Data-Informed Support Plans: Observation and student performance data are used to personalize coaching goals and strategies. -PLC Integration: Coaching is reinforced during PLC meetings, where instructional leaders guide educators through student work analysis and collaborative planning tied to the five key literacy areas. This plan aims to ensure a system of support that equips all educators with the knowledge and skills necessary to implement structured literacy effectively, and improved instructional practice across classrooms.

The following changes in instructional practices have impacted students :

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

Cologne Academy (4188-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Professional development for staff has included: - All educators participated in professional development centered on Ojibwa language and culture by learning traditional games. This training provided insight into Indigenous ways of knowing and culturally embedded pedagogies that help staff broaden their instructional lens and foster deeper understanding of cultural responsiveness in the classroom. -Teachers also attend an on-site training led by a local speaker focused on the topics of race, culture, and identity in education. This interactive session provided staff with information and discussion opportunities to reflect on their own perspectives and identities with the goal to create more inclusive classroom environments. -Instructional coaches will utilize the school's Culturally Responsive Methodologies Rubric during observations and feedback sessions. This tool ensures consistent expectations and growth-oriented feedback on implementing culturally responsive literacy practices. -The Core Knowledge Sequence used at Cologne Academy supports culturally responsive literacy through its structured, knowledge-building approach. It includes rich, diverse content across history, literature, and the arts that reflects a wide range of cultures, perspectives, and historical contexts. This curriculum helps students develop cultural literacy while fostering a deeper understanding and appreciation for both their own identities and those of others. -Teachers regularly engage in PLC discussions to analyze student work and adjust instructional approaches in ways that affirm students' identities, languages, and cultural backgrounds. -Staff are supported with access to diverse, high-quality texts, culturally inclusive instructional r

Cologne Academy (4188-07) engaged with the Regional Literacy Network through the following:

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- Attended District Literacy Lead Community of Practice

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):

Cologne Academy will continue to focus efforts on LETRS training, LER, and aligning the ELA standards with curriculum in all grade levels and training teachers on the implementation of the standards.

### 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	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1	0
K-3 Classroom Educators	19	0	19	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	5	0	5	0
K-12 Reading Interventionists	3	0	3	0
K-12 Special Education Educators responsible for reading instruction	7	0	7	0
PreK through grade 5 Curriculum Directors	4	0	4	0
PreK through grade 5 Instructional Support Staff who provide reading support	6	0	6	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	3	0	0	3
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	4	0	0	4
Grades 6-12 Curriculum Directors	2	0	0	2
Employees who select literacy instructional materials for Grades 6-12	1	0	0	1

## 14. Literacy Aid Funds

### Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Cologne Academy (4188-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$62,444.97

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

\$62,444.97

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

- Contracting or employing a District Literacy Lead

### READ Act Literacy Aid

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

Cologne Academy (4188-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$27,478.78

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
- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Stipends for teachers completing literacy training
- Reading intervention (curriculum, materials, training)

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

\$0

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

NA