Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Columbia Heights Public School Dist (0013-01)

Date Submitted to the State 06/09/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Columbia Heights Public School Dist (0013-01). 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

Columbia Heights Public School Dist (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. To support this goal, Columbia Heights Public Schools leaders (administration, teachers, district staff) have focused on 12 practices summarized by Head, Hearts, and Hands, the district's MTSS theory of action. The 12 practices of "Head, Heart, Hands" are listed below. To develop and continuously improve Columbia Heights Public Schools' Multi-Tiered System of Supports, teachers/staff will • Head (Knowledge of content standards and desired student outcomes) 1. Utilize a scope and sequence aligned to grade level standards 2. Use district-approved curricular resources in all Tier 1 instruction 3. Utilize screening data, pre-assessment, formative assessment, and post-assessment data to inform instruction 4. Understand research-based, culturally responsive instructional practices Heart (Beliefs, mindsets, and relational capacity) 5. Make multiple individualized, personalized, two-way connections with each student's family 6. Provide follow-up communication to the family and student if the student is below grade level or earning a C or below 7. Administer student surveys twice per year to solicit student feedback on what is going well and what could be improved 8. Collaborate at least 60 minutes per week in a structured PLC, including multi-layered practices and support Hands (Instructional practices) 9. Demonstrate mastery of research-based, culturally responsive instructional practices 10. Provide multiple opportunities for students to grapple with grade level concepts using the four domains of language (Speaking, Writing, Reading, Listening) 11. Give specific, timely and constructive feedback to all students 12. 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.

The following was implemented or changed to make progress towards the goal(s):
Throughout the year, teachers, coaches, and administrators monitored implementation of Head, Heart, Hands. Self-assessments were completed by leadership teams multiple times to adjust implementation through additional support/resources. To support every student growing in literacy, the district strengthened Tier 1 instruction through: Collaboration of departments and schools to strengthen MTSS Supporting the work of an MTSS Coordinator and Equity Coordinator through grants Year 2 implementation of Wit & Wisdom in grades 3-5 Year 3 implementation of Functional Phonics + Morphology in grades K-5 Initial Implementation of Amplify ELA in grade 6 Implementation of Functional Morphology in grades 6-8 to support vocabulary development Implementation of Functional Phonics in ELD Newcomer and Level 1 courses to support language acquisition TEL Ted Oral Language program piloted in full-day PreK 4 classes to support oral language development Coaching from CAREI to support full implementation of Functional Phonics+Morphology in K-5 and 6-8 ELA courses Professional Development series and monthly coaching and collaboration on the Explicit Vocabulary Instructional Routine with CAREI Observational Tool for Instructional Supports and Systems (OTISS) observations conducted at each elementary school three times throughout the year to

monitor implementation of Functional Phonics + Morphology in collaboration with CAREI and MDE Collaboration with COMPASS advocates to support MTSS implementation 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 Dist (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 Learners (EL) and about 18% 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 Dist (0013-01)'s literacy goal(s) for the 2026-27 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.

The Local Literacy Lead, Tara Thukral, for Columbia Heights Public School Dist (0013-01) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:
The District Literacy Lead meets monthly with the district's Teaching and Learning Leadership team. This team is comprised of a group of representatives from each school that includes school administrators, peer coaches, and teacher-leaders. Department directors and coordinators also attend these meetings. This team functions as the MnMTSS District Leadership Team and is linked to school-level leadership teams. The District Literacy Lead also meets at least monthly with each school's principal and peer coach at school check-in meetings to monitor progress on school goals and provide support. Upon request, the District Literacy Lead meets with school leadership teams and PLC teams. The District Literacy Lead meets twice per month with peer coaches who work at the school level to support literacy instruction and provides regular support to coaches as needed.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

MDE Read Act Literacy Lead License List

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Columbia Heights Public School Dist (0013-01) 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.

Columbia Heights Public School Dist (0013-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Columbia Heights Public School Dist (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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	N/A
	Grade 1	Vendor Composites using vendor benchmarks	N/A
	Grade 2	Vendor Composites using vendor benchmarks	N/A
	Grade 3	Vendor Composites using vendor benchmarks	N/A

The district or charter school conducted oral language screening in the 2025-26 school year?

No

Continuous Improvement for Screening Tools Used in Grades K-3

Columbia Heights Public School Dist (0013-01) will be utilizing the following screening tool(s) in 2026-27:

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

Columbia Heights Public School Dist (0013-01) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

Per the Read Act requirements, Columbia Heights Public Schools will be giving the oral language screener, Oral Repetition, to all students in grades K-2 and some students in 3-5.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

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

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	3 time per year	Other - All students 4-8 took Capti ReadBasix 1x year
	Grade 8	3 time per year	Other - All students 4-8 took Capti ReadBasix 1x year
	Grade 5	3 time per year	Other - All students 4-8 took Capti ReadBasix 1x year
	Grade 9	2 time per year	Other - All students in grades 9-10 took Capti ReadBasix 1x year
	Grade 10	2 time per year	Other - All students in grades 9-10 took Capti ReadBasix 1x year
	Grade 6	3 time per year	Other - All students 4-8 took Capti ReadBasix 1x year
	Grade 7	3 time per year	Other - All students 4-8 took Capti ReadBasix 1x year
Other - No data entered	Grade 11	1 time per year	Other - All students grades 11-12 took Capti ReadBasix 1x year
	Grade 12	1 time per year	Other - All students grades 11-12 took Capti ReadBasix 1x year

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology

- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Columbia Heights Public School Dist (0013-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Columbia Heights Public School Dist (0013-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Students in grades 4-5 will complete CBM Reading 3x year and complete Capti ReadBasix (all 6 subtests) 1x year. Students in grades 6-12 will complete all six subtests of Capti ReadBasix 3x year (fall, winter, spring), following the integrated screening process outlined by the READ Act.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Columbia Heights Public School Dist (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	197	76	198	70	217	75
1st	196	62	188	67	200	71
2nd	197	58	193	62	211	72
3rd	213	78	206	70	226	71

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. Dyslexia Screening Summary Student Counts K-3

The following section describes how Columbia Heights Public School Dist (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 Dist (0013-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Other - Used a district created protocol starting with vendor and MDE benchmarks. In additio, the protocol included ACCESS data and other Fastbridge data. The summary data below included students with data from at least 3 screening windows.

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	188	5
1st	188	13
2nd	180	14
3rd	226	14

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

Columbia Heights Public School Dist (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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Columbia Heights Public School Dist (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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	207	217	217	0	41	0
5th	200	204	206	0	36	0
6th	223	301	213	0	30	0
7th	220	301	203	0	36	0
8th	233	312	228	0	32	0
9th	282	368	275	0	30	0
10th	274	357	260	0	35	0
11th	251	189	137	0	26	0
12th	293	203	184	0	28	0

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. 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 Dist (0013-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Protocols are in place for regularly revisiting data. Teams meet weekly in PLC teams to analyze preassessment, formative assessment, and summative assessment data. Schools have Data Days during the year to analyze and respond to student screening and benchmarking data. Schools have tracking documents to monitor Functional Phonics + Morphology weekly progress data at the class and student level. Data is used to adjust student groupings as needed, and/or to provide interventions for students below the class baseline. Each school has a Student Intervention Team (SIT) comprised of a representative team of staff, and a SIT process that is supported by the district's MTSS Coordinator. This team reviews progress monitoring data on a regular rotation to support student needs and adjust instruction and intervention based on data. Reading Interventionists, Reading Partners, and Reading Corps staff utilize frequent progress monitoring data to support instruction based on student needs.

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 skill curriculum. Grades K-2 utilize Wonders as the Tier 1 knowledge-building curriculum, and grades 3-5 utilize Wit & Wisdom. Amplify ELA is the Tier 1 knowledge-building curriculum in grade 6, and will expand to grades 7 and 8 in the 2026-27 school year.

Instructional coaches and school administrators participate in frequent walkthroughs to monitor fidelity of curriculum implementation, and coaches engage in coaching cycles with teachers. 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. Additionally, CAREI coaches and MDE staff used the Observation Tool for Instructional Supports and Systems (OTISS) to support Functional Phonics + Morphology implementation and use of data in our K-5 classrooms. In addition, CAREI coaches provided regular observations and coaching to our 6-8 ELA, ELD, and Special Education teachers. Ongoing coaching cycles with CAREI supported high-quality Tier 1 instruction and differentiation for all K-8 students. As mentioned above, all teachers in grades PreK-12 meet regularly in structured PLC teams focused on Tier 1 instruction. Teams 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 target skill. This information is used to adjust instruction, including the movement of individual students to more appropriate groups. In addition to PreK-12 PLC meetings, Columbia Heights Public Schools implemented a new teacher development and evaluation system, 5 Dimensions of Teaching and Learning Instructional Framework (5D+). Through frequent observations, the administrative team and peer coaches monitored the use of high-quality Tier 1 instruction and differentiation through the use of the 5D+ rubric. Rubric dimensions include: classroom environment and culture,

purpose, student engagement, curriculum and pedagogy, and assessment for student learning, all of which support, monitor, and assess strong Tier 1 instruction and differentiation.

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 indicate 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 classroom teachers, Reading Interventionist teachers, or members of the Minnesota Reading Corps (MRC) or Reading Partners. These interventions are based on diagnostic assessments given to students. Students receiving Tier 2 interventions are assessed weekly to measure progress and adjust instruction as needed. Tier 3: Some students require even more intensive service to achieve proficiency. This is provided through individualized instruction using a research-based intervention, determined through the collaborative analysis of data by two or more teachers (often including Special Education and English Learner teachers), to best meet a student's current needs. 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:

Once a week

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.

Continuous Improvement for Data-Based Decision Making for Action

Columbia Heights Public School Dist (0013-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

The district will adjust the current model to strengthen the current MTSS process and align with updated recommendations from MDE for Secondary interventions.

8. 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 Dist (0013-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Digital messaging
	3 times per year	Parent teacher conferences
Grade 1	3 times per year	Digital messaging
	3 times per year	Parent teacher conferences
Grade 2	3 times per year	Digital messaging
	3 times per year	Parent teacher conferences
Grade 3	3 times per year	Digital messaging
	3 times per year	Parent teacher conferences
Grade 4	3 times per year	Digital messaging
	3 times per year	Parent teacher conferences
Grade 5	3 times per year	Digital messaging
	3 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 7	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 8	2 times per year	Parent teacher conferences
	3 times per year	Digital messaging
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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.

Tier 1 (Core) Litearcy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Columbia Heights Public School Dist (0013-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	45
	Foundational	Grade 1	45
	Foundational	Grade 2	45
	Foundational	Grade 3	45
	Foundational	Grade 4	45
	Foundational	Grade 5	45
Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	Grade 3	90
	Knowledge Building	Grade 4	90
	Knowledge Building	Grade 5	90
Wonders, K-5, 2023 (Partially Aligned)	Knowledge Building	Kindergarten	50
	Knowledge Building	Grade 1	50
	Knowledge Building	Grade 2	50

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Columbia Heights Public Schools uses a curriculum review process that includes involvement and input from teachers, leadership teams, administrative teams, the Comprehensive Achievement and Civic Readiness Committee, and the Superintendent and School Board. Final approval of recommended curricula is provided by the CHPS Board of Education. The curriculum review process starts with looking at student data and determining needs in a new resource. From there, a team reviews data, research, and recommendations from MDE and other districts. A rubric is created to support the analysis of the materials and determine which would be the best fit for Columbia Heights. The recommended curriculum is shared with the public prior to a School Board meeting. In the 2023-2024 school year, CHPS adopted

Functional Phonics and Morphology for grades K-5. In the 2024-2025 school year, the school district went through the process and Wit and Wisdom was adopted for grades 3-5. Wit and Wisdom was one of the two choices MDE provided for a fully aligned curriculum.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

Following the School Board approved process, Columbia Heights uses a multi-year plan to support new curriculum selection and implementation. The process begins in the first year with establishing intent, charge, and team membership. This includes analyzing standards, researching best practices, and conducting a comprehensive needs assessment. The second year is focused on selecting materials and developing an implementation and evaluation plan. Years 3 and 4 are focused on training, implementation, and support. The following years are focused on revising the plan as needed through collection and analysis of data and gathering input.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE Intervention Program Review webpage.

Literacy Intervention Resources Grades K-12

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

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Path to Reading Excellence in School Sites (PRESS)	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
Reading Corps	Tier 2 & 3	Kindergarten	25
	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
Sonday	Tier 3	Kindergarten	30
	Tier 3	Grade 1	30
	Tier 3	Grade 2	30
	Tier 3	Grade 3	30
	Tier 3	Grade 4	30
	Tier 3	Grade 5	30
	Tier 3	Grade 6	30
	Tier 3	Grade 7	30
	Tier 3	Grade 8	30
Other Resources - FastBridge Interventions	Tier 2 & 3	Kindergarten	20

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - FastBridge Interventions	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 2 & 3	Grade 7	20
	Tier 2 & 3	Grade 8	20

Continuous Improvement for Litearcy Intervention Resources

Columbia Heights Public School Dist (0013-01) will make the following changes to literacy intervention resources for the 2026-27 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 list provided by MDE. 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.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Columbia Heights Public School Dist (0013-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

$108,012

Amount of Literacy Aid Funds spent in the 2025-26 school year:

$82,977

READ Act Literacy Aid

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

Columbia Heights Public School Dist (0013-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

$136,595

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of

$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Read Act Literacy Aid
Approved literacy screeners (this can include materials, training and coaching)	Both
Contracting or employing a District Literacy Lead	Literacy Aid Funds

12: 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 Dist (0013-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Both

Columbia Heights Public School Dist (0013-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

The following support is 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 had individualized support plans based on their provided transcript that included coaching or additional professional development to ensure proficiency and understanding to improve instruction and student outcomes.

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. The EL and Special Education Department Coordinators also conduct regular observations and walkthroughs to ensure K-12 EL and Special Education teachers provide systematic, sequential, explicit and diagnostic evidence-based instruction in literacy both in small groups and through co-teaching. Through our collaboration with CAREI, literacy coaches engaged in OTISS observations to identify trends in foundational curricula instruction to strengthen evidence-based instruction and student engagement.

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 ongoing coaching and support as needed. Ongoing educator support is provided by the coach and administrators, as well as from the departments of Teaching and Learning, EL, and Special Services. This support may include co-planning, modeling lessons, or providing opportunities for peer observations. In addition, OTISS data is used to guide coaching conversations and PLC support.
The following changes in instructional practices have impacted students:
Through the professional development and purchase of updated resources, there has been an impact on instructional practices and student outcomes. Evidence of this impact includes that 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. Through classroom walkthrough data and OTISS observations, there is also evidence that teachers are consistently utilizing structured literacy practices. In addition, teachers and leaders are focused on improving instructional practices and outcomes during PLCs. Using the MnMTSS framework, educators are analyzing data and adjusting instruction in PLCs.
Columbia Heights Public School Dist (0013-01) has implemented the following professional development and support for teachers around culturally responsive literacy 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 6-8 educators engaged in professional development and ongoing coaching with CAREI around Explicit Vocabulary Routine Instruction and Functional Phonics and Morphology. In addition, there was a focus in professional development on culturally responsive practices. Some of these opportunities included RISA (Routine, Integrated, Structured, Academic) Dialogue, family engagement, supporting gifted learners, inclusive classrooms, cultural competency, and more. In addition, the new Teacher Development and Evaluation tool adopted by the district has a focus on providing equitable educational opportunities. 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.
Columbia Heights Public School Dist (0013-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice
- Requested district consultation, coaching, and/or support

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):

In addition to the professional development listed above, the school district plans to provide additional learning around supporting multilingual students. This will include learning more about the WIDA standards, collaborative structures, and strategies to support language and content learning. This learning will align with all three strands of the ELA 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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	22	20	2	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	72	64	8	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	13	13	0	0
K-3 Classroom teachers	42	36	6	0
K-12 Teachers holding English as a second language licenses	26	12	14	0
K-12 Reading Intervention Teachers	5	5	0	0
K-12 Special Education educators responsible for foundational reading instruction	35	31	4	0
Pre-K through grade five Curriculum Directors	5	5	0	0

Employees who select literacy instructional materials for grades pre-K through grade five	12	12	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
Teachers who provide foundational reading instruction to students in grades 4-12	10	0	0	10
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	12	0	0	12
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

64

The PSLT was provided by:

District PSLT Trainer

14. 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 (2025). 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 Dist (0013-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

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

Yes

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Columbia Heights Public School Dist (0013-01) does not include a DLI Program