Local Literacy Plan HOPE Community Academy: 2024-25 School Year

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

District or Charter School Information

District or Charter School Name and Number: HOPE Community Academy

Date of Last Revision: 6/7/2024

Minnesota READ Act Goal

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

District or Charter School Literacy Goal

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

The percentage of all students in grade K-8 at HOPE community academy who make growth of 30% or more on the FAST reading test will increase from 59% from spring 2024 to 61% spring 2025.

- By June 2025, HOPE will have 90% of elementary staff in phase one complete science of reading training through Careiall.
- By June 2025, 100% of K-8 HOPE classrooms will implement a new ELA comprehensive curriculum, Open Up Education.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

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

Grades K-3 Screeners

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

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	Grade K Grade 1 Grade 2 Grade 3	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter (optional) Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	Grade K Grade 1 Grade 2 Grade 3	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter (optional) Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	**Grade K Grade 1 Grade 2 Grade 3**	**Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension**	**Universal Screening Dyslexia Screening**	**First 6 weeks of School (Fall) Winter (optional) Last 6 weeks of School (Spring)**

Grades 4-12 Screeners

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

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener:	Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter (optional) Last 6 weeks of School (Spring)

Name of Screener: FASTBridge	Grade 4 Grade 5	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter (optional) Last 6 weeks of School (Spring)
Name of Screener: FASTBridge	Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Universal Screening Dyslexia Screening	First 6 weeks of School (Fall) Winter (optional) Last 6 weeks of School (Spring)

Parent Notification and Involvement

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

- Report Cards, progress monitoring notification (written communication) that includes what intervention and growth being made.
- Conferences verbal/written progress report given to families with scholars receiving intervention services.
- Written Title Compact to identify scholars and services they are receiving during the school day.
- Title Talk Night, Title Family Night, Annual meeting

Strategies:
- Engaging strategies to encourage reading including songs, flash cards, bingo, games, and presence of saint paul library explaining library resources.
- Free book carts located in our cafeteria.
- Summer School
- Resource list sent home during conferences of helpful websites
- Encouragement of families to read to scholars at home including in their home language at conferences.

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

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

Summary Data Kindergarten through 3rd Grade

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

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

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia

KG	68	23	68	18	68	0
1st	65	11	65	20	65	0
2nd	65	11	65	20	65	0
3rd	72	26	72	25	72	0

Students Grades 4-12 Not Reading at Grade Level:

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4th	79	59	79	0
5th	82	61	82	0
6th	81	61	81	0
7th	62	40	62	0
8th	51	38	51	0
9th	30	18	30	0
10th	34	22	10	0
11th	23	17	11	0
12th Will add 12th 2024-2025 school year.	NA	NA	NA	NA

Core Reading Instruction and Curricula Grades K-5

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

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Open Up Education	Comprehensive	30 minutes whole class phonics, 30 minute whole class writing, 20 minute lesson launch with ability grouped, 2-20 minute rotations for differentiation groupings.
1st	Open Up Education	Comprehensive	30 minutes whole class phonics, 30 minute whole class writing, 20 minute lesson launch with ability grouped classes, 2-20 minute rotations for differentiation groupings.
2nd	Open Up Education	Comprehensive	30 minutes whole class phonics, 30 minute whole class writing, 20 minute lesson launch with ability grouped classes, 2-20 minute rotations for differentiation groupings.
3rd	Open Up Education	Comprehensive	30 minutes whole class phonics, 30 minute whole class writing, 20 minute lesson launch with ability grouped classes, 2-20 minute rotations for differentiation groupings.
4th	Open Up Education	Comprehensive	30 minute whole class writing, 30 minute vocabulary, 20 minute lesson launch with ability group classes, 2- 20 minute rotations for differentiation groupings.
5th	Open Up Education	Comprehensive	30 minute whole class writing, 30 minute vocabulary, 20 minute lesson launch with ability group classes, 2- 20 minute rotations for differentiation groupings.

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6th	Open Up Education	Comprehensive	55 minute per day ELA class
7th	Open Up Education	Comprehensive	55 minute per day ELA class
8th	Open Up Education	Comprehensive	55 minute per day ELA class
9th	Novel Studies Scope and Sequence	Comprehensive	55 minute per day ELA class
10th	Novel Studies Scope and Sequence	Comprehensive	55 minute per day ELA class
11th	Novel Studies Scope and Sequence	Comprehensive	55 minute per day ELA class
12th	Novel Studies Scope and Sequence	Comprehensive	55 minute per day ELA class

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions Minn. Stat.120B.12, subd. 4a HYPERLINK "https://www.revisor.mn.gov/statutes/cite/120B.12"(HYPERLINK "https://www.revisor.mn.gov/statutes/cite/120B.12"2023 HYPERLINK "https://www.revisor.mn.gov/statutes/cite/120B.12"). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Discuss if and how the district is implementing a multi-tiered system of support framework. Indicate if the district or charter school is using the MnMTSS framework and if the district and school teams have participated in MDE professional learning cohorts. Specify if the district or charter school team has attended MnMTSS professional learning and/or conducted the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT). Are there components/subcomponents that have been identified for improvement?

- Child Study Process
- Tier 2 intervention-differentiation, Title services
- Tier 3 intervention- gifted and talented screening in 2nd grade, 3-5 gifted and talented program, SPED services

Describe the data and method(s) used to determine Tier 1 targeted evidence-based reading instruction for students and the processes for monitoring fidelity and intensifying or modifying Tier 1 instruction. Indicators and criteria for effective Tier 1 practices can be found in subcomponent 3.1 of the MnMTSS framework.

- Open Up Education assessment data will provide information of differentiation.
- Lexia provides targeted interventions for individual students.
- FAST intervention report with recommended interventions for scholars.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into Tier 2 and Tier 3 intervention, process for monitoring fidelity, type and frequency of progress monitoring during intervention, and criteria for exit from intervention. Indicators and criteria for effective Tier 2 and Tier 3 practices can be found in subcomponent 3.2 and 3.3 of the MnMTSS framework.

Tier 2, EarlyReading (K-1) FastBridge scores were categorized as some risk and high risk.
1. FASTTrack Reading (2-10) FastBridge scores were categorized as some risk and high risk.
2. Identified students with some risk in phonics & fluency and vocabulary and comprehension.
   a. **K:** Letter sound
   b. **1-5:** Recommended FASTBridge intervention plan: Phonics/Phonemic awareness and Vocabulary/Comprehension
   c. **6-11:** High risk based on FASTBridge
3. Scholars who are receiving ELL services 0-3.0 will not receive Title services.*
4. Progress monitoring occurs for all students receiving Title services. Screening assessments will occur in fall, winter, and spring.
5. If scholars meet benchmark 3 times consecutively they will be exited from intervention.
6. Progress monitoring is done weekly on Tier 2 scholars receiving Title services.

Tier 3: Students are universally screened for gifted services using the CoGat screener. SPED are identified though the child study process and referred to special Ed for specific testing. IEP's reviews are done annually to track progress. To exited from gifted services upon parent request. SPED is exited when SPED team and guardians agree the scholar is no longer in need of services.

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

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

HOPE Community Academy Careiall Cohort PD, 52 participants
Sierra Robinson will train as a facilitator to do an optional navigation training on June 7 for those who want to begin module 1 during the summer.

August 19 1 hour kick off 8:30-9:30pm
August 23 2 hour live cohort session #1 8:30-10:30am
October 4 2 hour live cohort session #2 8:30-10:30am
November 5 2 hour live cohort session#3 10am-noon
December 6 2 hour live cohort session #4 8:30-10:30am
February 7 2 hour live cohort session #5 8:30-10:30am
March 7 2 hour live cohort session #6 7:45-9:45am
April 7 2 hour live cohort session #7 8:30-10:30am
May 2 2 hour live cohort session #8 8:30-10:30am

*Teachers must complete asynchronous module before the live cohort session. Estimated time to complete is 5.5 hours per module.

HOPE Community Academy Open Up Education PD, 30 participants
Yer Yang will train as internal coach to be the expert and go-to for Open Education curriculum support.

2 six hours days of in-person training
60 day to asynchronous course
10- sessions for internal coach support

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

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
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	1	0	0	1
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	21-15 teachers, 6 ELL	0	0	21
Grades 4-5 (or 6) Classroom Educators (if applicable)	10-8 classroom, 2 ELL	0	0	10
K-12 Reading Interventionists	8-Title, 2 upper ELL	0	0	8
K-12 Special Education Educators responsible for reading instruction	9	0	0	9
Pre-K through grade 5 Curriculum Directors	2-Curriculum Coordinator	0	0	2
Pre-K through grade 5 Instructional Support Staff who provide reading support	1-Gifted and Talented program teacher	0	0	1

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
Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	0	0	0	0
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	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

Action Planning for Continuous Improvement

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

MTSS/Child Study process refined.

Refocus on data to drive instruction through structured PLC time and grade level lead.

Teachers completing their scholars CBM K-6, to actively be aware of their reading proficiency.

SOR training: CAREIALL 2024-2025 during PD's and PLC's.

Open Up Education Comprehensive curriculum K-8 training 2024-2025. Along with follow up training the following year.