Schoolwide Plan HOPE Community Academy 2024-2025

A Schoolwide program is a comprehensive school improvement effort designed to elevate the entire educational program of a Title I school. The Schoolwide program option is based on the premise that comprehensive reform strategies — rather than separate, add-on services — are most effective in raising the achievement level of students most at risk of not meeting academic standards. Multiple resources including Title I funds are used to strengthen the academic program in the school for all students and accelerate the progress of students who would otherwise be eligible for Title I Targeted Assistance services.

This document identifies the requirements to operate as a Title I schoolwide program.

School Name: HOPE Community Academy

Principal Name: Melissa Damon

Principal Phone and Email Address: 651-796-4588 melissadamon@hope-school.org

Plan Contact (if different from principal): - Michael Reed

Contact Phone and Email Address: 651-796-4500 michaelreed@hope-school.org

District/Charter Name and Number: 0470 HOPE Community Academy

Title I Coordinator Name: Sierra Robinson

Title I Coordinator Phone and Email Address: 651-796-4500 sierrarobinson@hope-school.org

Superintendent/Director Name: Maychy Vu

How will the strategies and staff action specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards? [Limit response to 100 words or 600 characters.]

Title I Teachers/ELL Teachers at each grade level will coach classroom teachers regarding strategies and help progress monitor students to ensure all students are showing growth. Each grade will group students based on their abilities for math and reading and the Title 1 Teachers and ELL Teachers will push in to do small groups with students to reinforce the grade level launch lesson for students.

As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services? [Limit response to 100 words or 600 characters.]

Parent Evenings that provide childcare, food, transportation, and translators for all students and families at the school to help support parents in collaborating with the school and giving strategies to support their child's academic success at home. FUNdations curriculum is bought and teachers are trained on phonemic awareness to ensure all students have a solid base to become strong readers. Title I teachers support each grade level in looking at and using data to make instructional decisions to help ability group students and monitor their progress.

Stakeholder Engagement

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as board members and community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation. Maintain supporting documentation such as meeting agendas, sign-in sheets, meeting minutes or notes which include the questions asked for input and decisions made.

Team Member Name	Role
Melissa Damon	Elementary Principal
Michael Reed	Secondary Principal
Sierra Robinson	Title One Coordinator
Yeng Her	Parent Liaison and Family Engagement
Maychy Vu	Executive Director
Yer Yang	District Assessment Coordinator

How are stakeholders involved in the evaluation, planning and implementation process? [Limit response to 50 words or 300 characters.]

Through feedback, email, regular communications, HUB meetings, and Board of Director Meetings these staff/parent members have helped to create topics for parent evenings, and decide how funds are distributed to support decisions regarding implementing curriculum/programs to support all learners at HOPE.

Comprehensive Needs Assessment or Annual Evaluation Summary Identify the data sources used for each of the five different types of data

1. Student Academic Data: FAST Math and Reading Assessments, FUNDations test tracker, MCA

2. Student Non-Academic Data: Infinite Campus, 2023 Minnesota Student Survey

3. Perception Data: Parent Survey, Staff Climate Survey, Conference numbers

4. Program, Process, Policy Data: Strategic Plan KPI results

5. Fidelity Data: PLC, Charlotte Danielson rubric followed for observations, child find process

What successes were identified?

1. Parents have strong attendance for monthly meetings

2. Conference are well attended

3. Teachers Evaluation scores

What **Area(s) of Greatest Need** were identified?

1. Growth in math and reading

2. Growth for English Language Learners

School Improvement Strategy #1

Area of Greatest Need — What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.
- Making expected growth for ELL Students on math and reading FastBridge tests
  Root Cause(s) of the need — *A root cause is an early controllable factor in a chain of factors which impact student learning.*
- Lack of staff focus on EL strategies and professional development regarding the best practices in EL education.
- Lack of progress monitoring of EL students until the past school year.
- Complicated curriculum that did not meet the needs of students
- Lack of differentiation in the elementary classrooms for staff to meet the individual needs of a student.

Strategy selected to address the root cause(s) — *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

1. Students in grades K-5 will be grouped based on ability in math and reading. Teachers will conduct a 20 minute launch lesson at grade level and then have two rounds of small groups where students will meet with either the classroom teacher, EL Specialist, or Title Specialist.
2. Conduct PD for staff regarding ELL Strategies and differentiation of instruction.
3. Data focus on monitoring the growth of all students and focus on goal setting with students.

If using an *evidence-based* strategy, identify the specific source indicating the strategy's likely effect on improved outcomes:

- CAREIALL and the science of reading

School Match — Briefly explain how the strategy is an appropriate match for the school's needs, student population, capacity and other conditions.

Many staff at HOPE are in their first 5 years of teaching and need more training on EL strategies and differentiation. HOPE is also a school that has a majority of students who are English Language Learners and staff has not adequately been progress monitoring students enough to address gaps in learning.

SMART Goal — State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

- Students will show a 5% growth in reading and math fast testing from the fall to spring testing seasons.

Implementation Plan for Strategy #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Progress Monitoring for all ELL scholars that have a composite score of 2 or below	ELL team and Principals	WIDA screener speaking and listening	10/2024	5/2025	Growth in speaking and listening. Historically these have been the lowest scores.
Monthly PD sessions regarding best practices in the classroom for ELL students	Administration, EL Lead and Classroom teachers	Presentations and time for Lead EL teacher to prepare to present	8/24	5/2025	Increased usage of ELL strategies in the classroom and ELL students raising testing scores.

Annual Evaluation for Strategy #1

Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended.

- Results of progress monitoring show increased ACCESS Scores.
- Observations will show an increased use of strategies learned by staff

School Improvement Strategy #2

Area of Greatest Need — What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.
- All students making academic growth in math and reading
  Root Cause(s) of the need — *A root cause is an early controllable factor in a chain of factors which impact student learning.*
- Curriculum has been not comprehensive enough and not showing growth for student literacy.
- Lack of consistent structured literacy instruction from staff

Strategy selected to address the root cause(s) — *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

Growth for English Language Learners through progress monitoring.

Implementation Plan for Strategy #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
EL Open Up new curriculum	Administration and classroom teachers K-8	EL Open Up Curriculum	8/2024	5/2025	Students will show growth in formative and informal assessments in literacy.
Focus on goal setting with students	Administration & Classroom teachers	Goal setting templates and celebrations of success for goal achievements	8/24	5/25	Students will find inner motivation to increase scores and parents will understand goal targets for their children.
CARIALL Training for all literacy teachers	Administration & Classroom teachers	Weekly PLC time and Data to implement new learning	8/24	5/2025	Student data increase on FAST scores

Annual Evaluation for Strategy #2

Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended.

- FAST testing will be given in the fall, winter and spring and results should show growth in reading and math overall.
- Completion of CAREIALL training by all staff teaching literacy in the end of the year
- Students will set goals each month looking at the data teachers collect to improve their own learning.

Budget – How is the school using Title I funds and any other funds to improve the school program and student outcomes?

Strategy #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed budget amount	Other funding source(s) proposed budget amount
1	Title One Coordinator/Title Teacher Salaries and Benefits	222,930.29	
	Social Worker wages and Benefits for Homeless Students	56,000.00	
	Family Engagement Coordinator partial Salary	10,000.00	
	Interpreter Services and Materials for Parent Engagement Evenings	15,000.00	

Communication Plan

Complete the chart below to list how the plan will be communicated to staff, families of students, school board, and community members in a format and language that families can understand?

When will the communication take place	**What** is the message	**Who** is the audience	**How** will it be communicated
HOPE's website contains our information regarding Title and other Programming	Parents can find out information regarding our Title I programming and other programs on the website. Parent engagement will hold a meeting at the start of the year to explain the program	Parents	Through a phone/email message home. Communicated to families during a Title Talk meeting in November.

	and Title Compacts are sent home for parents to confirm engagement with the program.		
Fall: At staff return to week it was introduced and again in PLC meetings at the start of the year	Here is where we are as a school and what our school wide goal is and this is the plan to get there.	The staff	Verbally at staff orientation and in team meetings from the Hub leaders and district admin.
Fall	Here is where we are as a school and what our school wide goal is and this is the plan to get there.	School Board members and parents.	Through a powerpoint presentation with information and plans.
Winter	After FAST this plan was shared with staff to remind them of what the focus is for the year and justification as to why	Staff	In the Staff Newsletter