

Minnesota READ Act Literacy Plan

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

For

HOPE Community Academy (4070-07)

Date Submitted to the State 06/04/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by HOPE Community Academy (4070-07). 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 \(2024\).](#)

Table of Contents

1. Read Act Goals
2. Screening Tools K-3
3. Screening Summary Student Counts Grades K-3
4. Dyslexia Screening Summary Student Counts Grades K-3
5. Screening Tools 4-12
6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional 2024-25)
7. Parent Notification and Involvement
8. Data-Based Decision Making for Action
9. Multi-tiered System of Supports (MTSS)
10. Core Curricular Resources Grades K-12
11. Reading Interventions Grades K-12
12. Professional Development Plan
13. Professional Development Educator Count
14. Literacy Aid Funds

1. Read Act Goals

District or Charter School Literacy Goals

HOPE Community Academy (4070-07)'s literacy goal(s) for the 2024-25 school year:

• 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.

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

1. Synchronous Careiall sessions were completed during all staff PD days. 2. An instructional coach for K-12 was added for 2024-2025.

The following describes how HOPE Community Academy (4070-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Student performance was not a goal. 1. HOPE did make our goal of 90% completing Carieall. 31/33 teachers completed the Careiall course for 94% completion rate. 2. All K-8 classrooms implemented new Open Up Education ELA curriculum.

HOPE Community Academy (4070-07)'s literacy goal(s) for the 2025-26 school year:

Goal 1: Improving Literacy Scores Elementary-those who have yet to take it, will complete the CAREIALL training ELL Department will support PD regularly to share strategies Teachers will continue to implement new ELA curriculum, and teachers will complete curriculum maps for Open UP.

HOPE Community Academy (4070-07)'s Local Literacy Plan is posted on the district website at:

<https://hopecommunityacademy.org/wp-content/uploads/2024/11/Local-Literacy-Plan-SY25.docx.pdf>

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 HOPE Community Academy (4070-07) 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 CBM Reading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBM Reading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBM Reading (Grades 1-3)	Vendor composites using vendor benchmarks	nonsense words: FASTBridge
Grade 3	FastBridge earlyReading (K-1) and CBM Reading (Grades 1-3)	Vendor composites using vendor benchmarks	non

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for HOPE Community Academy (4070-07) 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	68	21	78	13	77	17
Grade 1	63	19	66	19	65	17
Grade 2	71	18	71	17	73	11
Grade 3	62	26	63	25	65	25

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 HOPE Community Academy (4070-07) 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.

HOPE Community Academy (4070-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

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

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

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	77	24
Grade 1	65	23
Grade 2	73	49
Grade 3	65	36

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 HOPE Community Academy (4070-07) 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	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks
Grade 5	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks
Grade 6	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks
Grade 7	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks
Grade 8	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks
Grade 9	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks
Grade 10	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks
Grade 11	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks
Grade 12	FASTBridge: aReading and AUTOREading	Illuminate Education	Vendor composites using vendor benchmarks

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 HOPE Community Academy (4070-07) to determine which students in grades 4-12 are not reading at grade level:

Students in 4-12 that come up with some risk or high risk in phonics and phonemic awareness on the screen to intervention plan will receive the Capti ReadBasix.

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:

For 2025-2026 4-12 CaptiBasix will be administered during 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 HOPE Community Academy (4070-07) 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	74	39	39	0
5th	82	45	45	0
6th	79	40	40	0
7th	76	37	37	0
8th	62	31	31	0
9th	29	12	12	0
10th	35	15	15	0
11th	27	8	8	0
12th	23	11	11	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. 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 HOPE Community Academy (4070-07) 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	2 times per year
Grade 7	Yes	2 times per year
Grade 8	Yes	2 times per year
Grade 9	Yes	2 times per year
Grade 10	Yes	2 times per year
Grade 11	Yes	2 times per year
Grade 12	Yes	2 times per year

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Mailed Letter

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

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

- Family engagement nights
- Parent teacher conferences
- School events

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.

HOPE Community Academy (4070-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

In K-5 Tier 2 and 3 interventions are progress monitored weekly. When scholars exit services (Scholar meets benchmark 3 out of 4 times consecutively), Title will pull from a waitlist of students when appropriate. In grades 6-12, EL students were selecting for Tier 2 reading/ language support classes based on FAST and WIDA data. These classes are a semester long.

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

Weekly PLC meetings were implemented to discuss data cycles.

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

Reading K-5 Progress monitoring occurs for all students receiving Title services. Universal screening assessments will occur in the data cycle of fall, winter, and spring. EarlyReading (K-1) FastBridge scores were categorized as some risk and high risk. FASTTrack Reading (2-10) FastBridge scores were categorized as some risk and high risk. Identified students with some risk in phonics & fluency and vocabulary and comprehension. K: Letter sound 1-5:Recommended FASTBridge intervention plan: Phonics/Phonemic awareness and Vocabulary/ Comprehension Scholars receiving ELL services will receive Title services if they are 2.9-6.0. If there are not enough Title interventionists, a primary waitlist will be created. A secondary waitlist will be created, looking at scholars who are at high risk, above a 2.8 WIDA level, and without an IEP. When scholars exit services (Scholar meets benchmark 3 out of 4 times consecutively), Title will pull from a waitlist of students when appropriate. Students grades 6-12 were identified for tier 2 services by looking at WIDA scores that were 3.3 or lower and then cross-referenced with FAST scores.

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-5 Title interventionists have a monthly PLC that looks at scholars' PM data. Scholars change interventions or interventionists based upon progress monitoring data. 6-12 modifications or intensifications we determined by tie 2 teacher based on daily student work, assessment data, and reflection discussions with instructional coach.

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

K-5: When scholars exit services (Scholar meets benchmark 3 out of 4 times consecutively) 6-12 students exit based on yearly WIDA scores being 3.3 or higher and/ or class assessment scores.

Does HOPE Community Academy (4070-07) use personal learning plans for literacy:

No

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

· No data entered

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

No data entered

9. Multi-tiered System of Supports (M TSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (M TSS) 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 \(2024\)](#). M DE has developed the [Minnesota Multi-Tiered System of Supports \(M nM TSS\)](#) Framework and encourages districts to adopt this framework when implementing M TSS.

HOPE Community Academy (4070-07) is implementing a multi-tiered system of support framework:

Yes

The M nM TSS framework is being utilized:

Yes

HOPE Community Academy (4070-07) has participated in M DE M nM TSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (M TSS)

HOPE Community Academy (4070-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

A SPED Due process person will be hired to be onsite. Student support services team attended the M DE M nM TSS professional learning and will follow a more streamlined child study process.

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 HOPE Community Academy (4070-07), how the resource 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	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 1	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 2	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 3	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 4	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120
Grade 5	· EL Education Open Up, K-5, 2017 (Highly Aligned)	Comprehensive	120

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 HOPE Community Academy (4070-07) 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	FASTBridge
Grade 1	FASTBridge	FASTBridge
Grade 2	FASTBridge	FASTBridge
Grade 3	FASTBridge	FASTBridge
Grade 4	FASTBridge	FASTBridge
Grade 5	FASTBridge	FASTBridge
Grade 6	none	none
Grade 7	none	none
Grade 8	none	none
Grade 9	none	none
Grade 10	none	none
Grade 11	none	none
Grade 12	none	none

Continuous Improvement for Reading Interventions

HOPE Community Academy (4070-07) will make the following changes to reading interventions for the 2025-26 school year:

Disciplinary Learning will be implemented for students in grades 6-12 across all content areas. Secondary teachers will be trained

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 M DE. The following section details the district or charter school's professional development plan.

HOPE Community Academy (4070-07) is using the following approved professional development program:

- CAREIALL

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

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:

The internal coach supported cohort members with any questions through out the training and will continue next year with check ins. They will be asked to join a cohort next year to complete the training.

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:

Open Up Education curriculum implementation walkthrough rubric completed by an instructional coach.

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:

A K-12 instructional coach attended grade level planning meeting times to support all staff. The instructional coach met individually with teachers to support them on best practices and strategies.

The following changes in instructional practices have impacted students :

EL scholars have made gains (36 EL students exited from K-12 EL services) Students are writing longer and more complex pieces.

HOPE Community Academy (4070-07) has implemented the following professional development and support for teachers around culturally responsive practices:

Two years ago HOPE did a book study of Zaretta Hammonds Culturally Responsive Teaching. This year Open Up Education curriculum was more culturally diverse compared to WONDERS. Open Up texts are more relevant, meaningful, and high-quality. Open up also encourages more student to student talk and other EL best practices for encouraging oral language development.

HOPE Community Academy (4070-07) engaged with the Regional Literacy Network through the following:

Local Literacy Plan for HOPE Community Academy (4070-07)

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

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

There will be 2 instructional coaches next year. One for K-5 and one for 6-12.

Continuous Improvement for Professional Development Plan

HOPE Community Academy (4070-07) will make the following changes to the professional development plan for the 2025-26 school year:

K-5 Goal 1: Improving Literacy Scores Elementary-those who have yet to take it, will complete the CAREIALL training ELL Department will support PD regularly to share strategies Goal 2: Ensure Instruction is Data Driven Training on MCA data and standards work to inform focus standards/teaching Training and coaching with IC FAST Data and Interventions in FAST Elementary will continue to flexibility group math and reading by ability: See Non-Negotiables for ability grouping Goal 3: Increase the use of Culturally Responsive Teaching Strategies Staff will be trained and will begin to use Magic School to become comfortable with AI Differentiation work will continue with Instructional Coaches Staff will all be trained in and use TalkingPoints for regular communication home. See non-negotiables for family communications. Grades 6-12 PD will focus on 3 priorities: 1) Disciplinary Literacy; 2) Instructional Technology; 3) Culturally Responsive Teaching Strategies

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	2	0	0	2
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	8	7	0	1
K-3 Classroom Educators	15	13	0	4
Grades 4-5 (or 6) Classroom Educators (as determined by district)	6	4	0	2
K-12 Reading Interventionists	5	5	0	0
K-12 Special Education Educators responsible for reading instruction	9	0	0	9
PreK through grade 5 Curriculum Directors	1	0	0	1
PreK through grade 5 Instructional Support Staff who provide reading support	1	1	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

Local Literacy Plan for HOPE Community Academy (4070-07)

Grades 4-12 Classroom Educators responsible for reading instruction	9	6	0	2
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

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

HOPE Community Academy (4070-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$35,487.38

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

\$28,000.00

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

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)

READ Act Literacy Aid

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

HOPE Community Academy (4070-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$31,113.26

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

- Contracting or employing a District Literacy Lead
- Curriculum reviewed by MDE that was rated as highly aligned

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:

All funds have been spent