



## Local Literacy Plan: 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 \(2023\)](#). 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: Hennepin Schools, 4205 07**

**Date of Last Revision: June 15, 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

**Confident Learners *All Learners, Grades 3-8*:**

- Demonstrate a 10% increase in MCA Reading from 32% to 42% from 2024 to 2025
- 20% of students will show MCA Reading achievement level improvement from 2024 to 2025

**Confident Learners *English-Learners, Grades K-8*:**

- Higher progress towards the target than the statewide average and the percentage of English Learners who met or exceeded their targets will exceed the statewide average on the ACCESS in 2025.

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

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?
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

## Grades 4-8 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?
<b>Name of Screener:</b>  <b>FastBridge</b>	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)

## Parent Notification and Involvement

Hennepin parents/guardians are informed of their student’s reading level, using the following means of communication: Diagnostic tests are provided electronically with training on how to access the JMC Parent Portal and using Talking Points, a texting tool which provides translations; October Conferences; Report Cards January and June of each year, March Conferences, and fill in individualized parent meetings.

Students in the K-4 setting who are not reading at or above grade level will be provided targeted, Tier 1 or 2 services during Target Time, a stratified grade level pull out that is in addition to the grade level content instruction. They may receive morning or afternoon shorter pull outs for individualized instruction and their progress will be monitored in Fall, Winter and Spring.

Students in the 5-8 setting who are not reading at or above grade level will be provided targeted, Tier 1 or 2 services during an Level 1-2 ELL Reading class that replaces ELA and/or during an intensive semester-long pull out in addition to the grade level content instruction. They may receive morning or afternoon shorter pull outs for individualized instruction and their progress will be monitored in Fall, Winter and Spring.

Classroom and home room teachers share tips and strategies with parents/families to use at home during Parent Academy meetings, Fall and Spring Conferences, and using the Talking Points app to disseminate important information.

# 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<sup>1</sup> in June 2025.

During the 23-24 school year, Hennepin Schools used AimsWeb to assess all of its K-4 learners for fluency three times a year.

## Summary Data Kindergarten through 3<sup>rd</sup> Grade

For grades kindergarten through grade three, indicate the number of students universally screened, the number of students not reading at grade level, and the number of 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					0	0
1 <sup>st</sup>					0	0
2 <sup>nd</sup>					0	0
3 <sup>rd</sup>					0	0

<sup>1</sup> **NOTE:** For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

## Students Grades 4-12 Not Reading at Grade Level

During the 23-24 school year, Hennepin Schools used AimsWeb to assess all of its 5-8 learners for fluency three times a year.

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
4 <sup>th</sup>			0	0
5 <sup>th</sup>			0	0
6 <sup>th</sup>			0	0
7 <sup>th</sup>			0	0
8 <sup>th</sup>			0	0

## 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	EL and 95 Phonics, Tier 1 and 2	EL: Knowledge building and Comprehensive  95 Phonics, Tier 1 Comprehensive	EL: Whole Class 90-105 minutes  95 Phonics, Tier 1: Whole Class, small differentiated groups 45 minutes
1 <sup>st</sup>	EL and 95 Phonics, Tier 1 and 2	EL: Knowledge building and Comprehensive  95 Phonics, Tier 1 Comprehensive	EL: Whole Class 90-105 minutes  95 Phonics, Tier 1: Whole Class, small differentiated groups 45 minutes
2 <sup>nd</sup>	EL and 95 Phonics, Tier 1 and 2	EL: Knowledge building and Comprehensive  95 Phonics, Tier 1 Comprehensive	EL: Whole Class 90-105 minutes  95 Phonics, Tier 1: Whole Class, small differentiated groups 45 minutes
3 <sup>rd</sup>	EL and 95 Phonics, Tier 1 and 2	EL: Knowledge building and Comprehensive  95 Phonics, Tier 1 Comprehensive	EL: Whole Class 90-105 minutes  95 Phonics, Tier 1: Whole Class, small differentiated groups 45 minutes
4 <sup>th</sup>	EL and 95 Phonics, Tier 1 and 2	EL: Knowledge building and Comprehensive  95 Phonics, Tier 1 Comprehensive	EL: Whole Class 90-105 minutes  95 Phonics, Tier 1: Whole Class, small differentiated groups 45 minutes
5 <sup>th</sup>	EL and 95 Phonics, Tier 1 and 2	EL: Knowledge building and Comprehensive	Class Period: 60 minutes

# 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)
6 <sup>th</sup>	EL	Comprehension, Vocabulary, Writing	Class Period: 60 minutes
7 <sup>th</sup>	EL	Comprehension, Vocabulary, Writing	Class Period: 60 minutes
8 <sup>th</sup>	EL	Comprehension, Vocabulary, Writing	Class Period: 60 minutes

## 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 \(2023\)](#). 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.

Hennepin Schools uses an MTSS framework for identifying students who need additional supports and interventions in Reading, Mathematics, and behavior management. The district has not yet participated in MDE professional learning cohorts on this topic, although individual leaders have taken the MDE trainings, and it has not conducted the self evaluation SEMI-DLT.

The district uses aggregate test data and a curriculum review process to determine Tier 1 targeted evidence based reading instruction. Fidelity and intensity if instruction aligned to materials are monitored weekly and in person by the Academic Director and three Instructional Coaches through lesson plan review and informal observations. Modifications are made during weekly data team meetings where formative assessment is analyzed and used to make decisions.

Fasatrbridge and statewide test data, if available, will be used to identify students not reading at grade level.

The criteria for entry into Tier 2 interventions include ELL level and Special Education identification, cut scores below the 10th percentile on Fastbridge (baseline—may be adjusted as we move away from AimsWeb and NWEA), and classroom performance on formative assessments. Instructional Coaches will evaluate student level progress on Tier 2 interventions every 6-8 weeks and groupings will be adjusted based on student performance. The three interventionists will be evaluated and monitored for fidelity through classroom observation. All staff are using the 95 Phonics intervention components and will be trained in August of 2024. The frequency of interventions is embedded into the master schedule and K-8 Tier 2 classes have been drafted to begin the first weeks of school. Because this is our first year with Fastbridge, exit criteria will be determined after further administrative training on Fastbridge, and baseline data has been collected and analyzed.

The criteria for entry into Tier 3 interventions includes a Child Study meeting where a staff team looks deeper into the student's profile and makes recommendations for individualized interventions. Staff, including three dedicated interventionists, will collect six weeks of documented performance data to bring back to the team for discussion and analysis. Intervention materials include the Orton Gillingham method and other pre-referral materials, and data collection will be monitored by the Instructional Coaches and Child Study team. Tier 3 interventions are embedded into the master schedule. The Tier 3 intervention process will continue for up to at least 12 weeks, upon which time the child may be transitioned back to a Tier 1 intervention or be recommended for special education evaluation, if deemed appropriate.

## **Professional Development Plan**

All Phase 1 staff will be trained on Year 1 of LETRS in the 24-25 school year. There are 4 units and 8 synchronous sessions that will be completed on Friday Professional Development half days throughout the school year. We are relying on the state's LETRS trainers to complete this work.

There are 7 staff who will be trained on Year 2 of LETRS in the 24-25 school year. There are 4 units and 8 synchronous sessions that will be completed on Friday Professional Development half days throughout the school year. We are relying on the state's LETRS trainers to complete this work.

One staff member will attend the Early Childhood training (Year 1 of 1). There are 4 units and 8 synchronous sessions that will be completed on Friday Professional Development half days throughout the school year. We are relying on the state's LETRS trainers to complete this work.

The district will support the implementation of structured literacy by centering all content professional development around K-8 literacy. Attendance and passing rates will be collected, along with staff surveys or focus groups and informal observations to plan the upcoming and ongoing K-8 literacy training post 2024-25 school year.



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.

<b>Phase 1: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
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)	15	0	5	15
Grades 4-5 (or 6) Classroom Educators (if applicable)	3	0	1	4
K-12 Reading Interventionists	2	0	2	2
K-12 Special Education Educators responsible for reading instruction	4	0	0	4
Pre-K through grade 5 Curriculum Directors	1	0	1	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	2	0	0	2

<b>Phase 2: Educator Role</b>	<b>Total Number in District or Charter Organization</b>	<b>Educators who have completed Training</b>	<b>Educators with Training in Progress</b>	<b>Educators who need Training</b>
Grades 4-12 Classroom Educators responsible for reading instruction	1	0	2	1
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	2	0	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	4	9	1	4

# Action Planning for Continuous Improvement

<b>Priority 1: Integrated Literacy Approach</b>	
<b>Description:</b> Design and execute an integrated literacy plan that meets the needs of emergent bilingual students	
<b>Aligned Internal Goals</b>	
<b>Confident Learners <i>All Learners, Grades 3-8:</i></b>	
<ul style="list-style-type: none"> <li>• Demonstrate a 10% increase in MCA Reading from 32% to 42% from 2024 to 2025</li> <li>• 20% of students will show MCA Reading achievement level improvement from 2024 to 2025</li> </ul>	
<b>Confident Learners <i>English-Learners, Grades K-8:</i></b>	
<ul style="list-style-type: none"> <li>• Higher progress towards the target than the statewide average and the percentage of English Learners who met or exceeded their targets will exceed the statewide average on the ACCESS in 2025.</li> </ul>	
<b>TASKS TO BE COMPLETED</b>	
<b>Initiative 1A: Ensure the ELA curriculum, schedule, and assessment plan supports a structured literacy model that meets the needs of ELL students</b>	
	Crosswalk New ELA standards with current ELA standards
	Create literacy leadership team (ESL teacher, SpEd Teacher, Content Teacher, Leaders)
	Engage key stakeholders to draft literacy belief statement (version 1.0)
	Gather feedback on literacy belief statement and refine (version 2.0)
	Determine 3 - 5 school-wide "look fors" of the literacy belief statement in action
	Refine the literacy belief statement (version 3.0)
	Create visual artifacts for classrooms with belief statement (v 3.0) translated into multiple languages
	Draft literacy plan (MDE)
	Determine K-2 curriculum for foundational skills (MDE)
	Name criteria for evaluation and facilitate a focus group to determine K-2 curriculum/ infrastructure to support comprehensive instruction (language development, content knowledge, vocabulary, writing and oral language skills )
	Update K-2 ELA pacing guides aligned with New Standards
	Align K-2 assessment plan to the structured literacy plan

	Name criteria for evaluation and facilitate a focus group to determine 3-54 curriculum/ infrastructure to support comprehensive instruction (language development, content knowledge, vocabulary, writing and oral language skills )
	Update 3-4 ELA pacing guides aligned with new standards
	Align 3-4 assessment plan to the curriculum and literacy vision
	Name criteria for evaluation and facilitate a focus group to determine 5-8 curriculum/ infrastructure to support comprehensive instruction (language development, content knowledge, vocabulary, writing and oral language skills )
	Resource and adapt curriculum to support newcomers
	Update ELA 5-8 pacing guides aligned with New Standards
	Align 5-8 assessment plan to the curriculum and literacy vision
	Tailor pacing guides and curricular resources for teacher usability
<b>Initiative 1B: Align interventions to the comprehensive and interconnected literacy approach</b>	
	Determine screener and notify MDE
	Determine and execute operational lift of screener (tech, budget, training ect)
	Create systems for administering screeners BOY, MOY, EOY as well as screening students who join Hennepin throughout the year
	Determine intervention curriculum resources
	Align intervention schedules, student grouping and facilitator with intervention resources and literacy vision (clarify EL intervention vs ELA interventions)
	Train teachers and implement intervention model
	Refine, codify, and optimize revised implementation model
<b>Initiative 1C: Update roles and responsibilities to ensure the capacity to lead and support a comprehensive, and interconnected literacy approach</b>	
	Determine plan for identifying a literacy lead
	Determine any changes to organizational structure to align literacy plan
	Determine capacity to add ELL teachers
<b>Initiative 1D: Plan and execute ELA teacher development and support to ensure they have the knowledge and skills needed to execute the structured literacy model</b>	
	<a href="#"><u>Share and rally support around the literacy belief statement, ensure language is asset based and counters misconceptions around students who are ELL</u></a>
	Teacher and leader (MDE) training for structured literacy

	Training for screeners
<b>Initiative 1E: Plan and execute literacy across contents/ the school professional development to support a comprehensive and interconnected literacy approach</b>	
	<u><a href="#">Share and rally support around the literacy vision, ensure language is asset based and counters misconceptions around students who are ELL</a></u>
	Determine literacy expectations for non ELA teachers aligned with ELA vision
	Embed expectations in observation tool
	Create a manageable 3 year scope of work for training and focusing on key instructional moves that support literacy acquisition (focus on best practices for ELL students)
	Execute the scope of literacy moves (including ensuring new teachers are trained on literacy expectations from previous years)
<b>Initiative 1F: Promote and foster a culture that celebrates and embraces literacy at every turn</b>	
	Build within the culture calendar school wide student experiences that celebrate and build literacy skills
	Build within the culture calendar parent experiences that celebrate and build literacy skills
	Complete media center
	Ensure media is available to students K-8

This Literacy Plan was approved by the Charter School’s Executive Director, Dr. Julie Henderson, on June 15, 2024 and shared with the Hennepin Schools Board at its regular June meeting, on June 18, 2024. It is posted here on the school website: <https://www.hennepinschools.org/about/academia>