

# Hopkins Local Literacy Plan: 2024-25 School Year

## District or Charter School Information

District or Charter School Name and Number: Hopkins Public School District # 270

Date of Last Revision: 6/14/2024



## 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

*Hopkins will be focused on three main areas of work during the 24-25 school year:*

- 1. Professional Development of Phase 1 staff using Early Childhood LETRS and LETRS volume 1 or volume 2*
- 2. Improvement of curricular resources aligned to foundational skill development in K-5*
- 3. Improvement of our MTSS system using screening and diagnostic data and aligned caregiver communication.*

## Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8<sup>th</sup> Edition
- DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> 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?
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>FastBridge: aReading</b>	<input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>FastBridge: AutoReading</b>	<input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	As needed based on aReading and CBM-R

## 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?
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<b>Name of Screener:</b> <b>FastBridge:</b> <b>CBM-R</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 (targeted only)	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b> <b>FastBridge:</b> <b>aReading &amp; AutoReading</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (targeted only) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener:</b> <b>FastBridge:</b> <b>aReading &amp; AutoReading</b>	<input checked="" type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall - all) <input checked="" type="checkbox"/> Winter (targeted only) <input checked="" type="checkbox"/> Last 6 weeks of School (targeted only)

## 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.*

*In 2023 we created caregiver communication documents that are more clearly aligned to the screening data and provide clearer communication and opportunities to discuss progress. These communication forms were given to a variety of groups (teachers, caregivers, administrators, instructional coaches, interventionists) for feedback and were piloted in Spring of 2023 by volunteer classroom teachers. Additional feedback will be gathered and used to make final adjustments with the forms being used by all in 2024 following each screening period. Forms include student risk level on each grade level subtest, indication of any intervention or MTSS support, as well as recommendations for home support. Currently we are redesigning our public facing website to better support this information through videos and links to games and activities.*

*In 2023-2024 we began bimonthly newsletter features on various aspects of the science of reading, characteristics of dyslexia, and home supports to develop a variety of literacy skills. Additionally, we held family*

*literacy nights, community engagement sessions focused on the READ Act. We will continue the newsletter feature and increase the informational in-person sessions in 2024-2025.*

## 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 3<sup>rd</sup> 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	412	315	472	177	412	153
1 <sup>st</sup>	389	147	436	177	389	131
2 <sup>nd</sup>	467	268	566	334	479	112
3 <sup>rd</sup>	493	310	517	301	520	125

**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

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>	502	206	319	80
5 <sup>th</sup>	467	199	264	66
6 <sup>th</sup>	433	180	7	4
7 <sup>th</sup>	417	167	8	6
8 <sup>th</sup>	416	172		
9 <sup>th</sup>	<p>Awaiting MDE Recommended Universal &amp; Dyslexia Screeners</p> <p>Currently using FastBridge and site-based diagnostics. Once MDE releases 4+ guidance we will review and make adjustments that align with Phase 2 PD.</p>			
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				

### 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.

<b>Grade</b>	<b>Implemented Curricula</b>	<b>Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)</b>	<b>Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)</b>	<b>2024-25 Changes</b>
KG	Center for Collaborative Classroom	Comprehensive	Varies by area/lesson	Adding UFLI or SIPPS
1 <sup>st</sup>	Center for Collaborative Classroom	Comprehensive	Varies by area/lesson	Adding UFLI or SIPPS
2 <sup>nd</sup>	Center for Collaborative Classroom	Comprehensive	Varies by area/lesson	Adding UFLI or SIPPS
3 <sup>rd</sup>	Center for Collaborative Classroom	Comprehensive	Varies by area/lesson	Adding UFLI or SIPPS &/or Reviewing/adding intermediate/ advanced word study
4 <sup>th</sup>	Center for Collaborative Classroom	Comprehensive	Varies by area/lesson	Reviewing/adding intermediate/ advanced word study
5 <sup>th</sup>	Center for Collaborative Classroom	Comprehensive	Varies by area/lesson	Reviewing/adding intermediate/ advanced word study

## Core ELA Instruction and Curricula Grades 6-8

<b>Grade</b>	<b>Implemented ELA Curricula</b>	<b>Description of Curricula Use (e.g. comprehension, vocabulary, writing)</b>	<b>Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)</b>
6 <sup>th</sup>	IB Units	Cross disciplinary, Standards aligned	Block Schedule - 90 minutes IB
7 <sup>th</sup>			
8 <sup>th</sup>			

# Core ELA Instruction and Curricula Grades 9-12

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)
9 <sup>th</sup>	Varies by course from grade-level graduation required course to AP	Comprehensive	Block schedule  AP, Honors
10 <sup>th</sup>			
11 <sup>th</sup>			
12 <sup>th</sup>			

## 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.

*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?*

*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.*

*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.*

This year we focused on creating greater alignment in the Student Assistance Team referral, monitoring, and escalation process between our sites. We began to develop more equity aligned processes for moving in and out of support.

Teams of teachers meet regularly for data meetings to review screening, diagnostic, and classroom data and to determine tier one supports, identify students needing additional support, and to utilize structures like WIN time to address student needs.

Our MTSS leadership team is participating in all MnMTSS COMPASS offerings including summer institute, monthly learning sessions, and online opportunities.

### 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.*

Hopkins is a part of the Transformation Zone grant through MDE which allowed us an early start to structured literacy work. We have had 3 cohorts of teachers complete Volume 1 of LETRS and will have 10 internal facilitators by fall. For Phase 1 PD we will continue with LETRS and add Early Childhood LETRS - all using local facilitators and site-based coaching for implementation support. We participate in the OTISS (learning walks based on Hattie’s meta-analysis of evidence-based practices) three times a year - fall, winter, and spring and use this data to improve classroom practices related to structured literacy.

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	38	3	0	35
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	145	12	51	133



Grades 4-5 (or 6) Classroom Educators (if applicable)	30	0	11	30
K-12 Reading Interventionists	20	3	2	17
K-12 Special Education Educators responsible for reading instruction	80	1	18	79
Pre-K through grade 5 Curriculum Directors	5	0	0	3
Pre-K through grade 5 Instructional Support Staff who provide reading support	50	0	0	50

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	To be determined in 2024-2025.			
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)				
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68				
Grades 6-12 Instructional support staff who provide reading support				
Grades 6-12 Curriculum Directors				
Employees who select literacy instructional materials for Grades 6-12				

### 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.*

*In 24-25 we will redesign and articulate a clear PreK-2 and 3-5 literacy framework to support structured literacy, our various site-based models of instruction (including language immersion- Chinese and Spanish - outdoor immersion, IB, project-based, multi-age) to the Hopkins Learning Framework and district vision. This will support teachers in daily scheduling, planning, and aligning of resources. We will be creating district-wide common assessments to ensure alignment to standards regardless of special program. Our public and intranet websites will also be modified to support these changes, as well as changes based on READ Act and READ Act 2.0. Additionally, we will begin to preview possible curricular resources for knowledge building.*