



# Great Oaks Academy Charter School Literacy Plan: 2024-25 School Year

## District or Charter School Information

**District or Charter School Name and Number:** Great Oaks Academy Charter School; 4268-07

**Date of Last Revision:** 06/12/24

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

Pursuant to Minnesota State Statute, [Minn. Stat. 120B.12 \(2023\)](#), Great Oaks Academy Charter School is committed to having all students reading at or above grade level, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. Great Oaks students receive high-quality, data-driven, evidence-based literacy instruction. Students are closely monitored to ensure they are making progress. Great Oaks follows a multi-tiered system of support to identify students who need additional literacy instructional support.

## 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)

Great Oaks will implement the DIBELS Data System with DIBELS 8th Edition in the 2024-25 school year.

## 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.

**Projected for 2024-25**

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>mCLASS with DIBELS 8<sup>th</sup> Edition</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)
<b>DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition</b>	x Grade K x Grade 1 x Grade 2 x Grade 3	x Oral Language x Phonological Awareness x Phonics x Fluency x Vocabulary x Comprehension	x Universal Screening x Dyslexia Screening	x First 6 weeks of School (Fall) x Winter (optional) x Last 6 weeks of School (Spring)
<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 4-12 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?
<b>Name of Screener:</b> DIBELS Data System (DDS) with DIBELS 8 <sup>th</sup> Edition; K-8	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input 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	
<b>Name of Screener:</b> <b>NWEA Measures of Academic Progress - Growth (2023-24 School year data)</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input 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 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)

# Parent Notification and Involvement

## Communication Plan

Great Oaks Academy will post the Local Literacy Plan on the school's web page, [greateoaksacademymn.com](http://greateoaksacademymn.com). The Academic Director will be designated as the official contact for our reading program. Plan changes and or updates will be posted accordingly. Data submissions will be sent to the Minnesota Department of Education on reading progress and student achievement as required by MN Statute 120B.12. Great Oaks submits an Annual Report to Novation Educational Opportunities, the MDE, and the Office of the Commissioner. The Annual Report will be posted on our website. The school reports assessment and student achievement in reading to the parent community and the public through the school newsletter, The Chronicles, and our school website.

Great Oaks Academy communicates with all families of students grades K-7 regarding literacy development in the following formats:

- A. Parent-Teacher conferences
- B. NWEA Reports
  - a. This communication may include information on skill or knowledge domains that students need to develop, i.e. letter sounds, phonics skills, sight words, fluency, and comprehension skills
- C. Communication by teachers regarding Reading Mastery progress
- D. Minnesota State Standards in reading. MCA results are mailed to the child's home in grades 3-7 by the fall, annually.
- E. Students who are identified for remediation in reading, EL, or needing additional support are notified by the classroom teacher for parent involvement in the intervention or EL process.
  - a. Parents will be given support staff and specialist contact information to follow-up on progress throughout each quarter.
  - b. Team meetings are held where student progress will be reviewed quarterly with parent notification for feedback, input, and review of assessment data.

# 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.

The summary data below reflects results from NWEA MAP growth data. Great Oaks will transition to **DIBELS Data System (DDS) with DIBELS 8<sup>th</sup> Edition at the start of the 2024-25 school year.**

## 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	69	46	69	43	0	0
1 <sup>st</sup>	71	44	71	46	0	0
2 <sup>nd</sup>	69	38	69	45	0	0
3 <sup>rd</sup>	69	33	69	40	0	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
4 <sup>th</sup>	44	19	0	0
5 <sup>th</sup>	41	15	0	0
6 <sup>th</sup>	23	12	0	0
7 <sup>th</sup>	20	7	0	0
8 <sup>th</sup>	NA	NA	NA	NA
9 <sup>th</sup>	NA	NA	NA	NA
10 <sup>th</sup>	NA	NA	NA	NA
11 <sup>th</sup>	NA	NA	NA	NA
12 <sup>th</sup>	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	Reading Mastery	Foundational Skills Comprehensive	90 minutes; 45 minutes whole class; 45 minutes differentiated
1 <sup>st</sup>	Reading Mastery	Foundational Skills Comprehensive	90 minutes; 45 minutes whole class; 45 minutes differentiated
2 <sup>nd</sup>	Reading Mastery	Foundational Skills Comprehensive	90 minutes; 45 minutes whole class; 45 minutes differentiated
3 <sup>rd</sup>	Reading Mastery	Foundational Skills; Knowledge Building Comprehensive	90 minutes; 45 minutes whole class; 45 minutes differentiated
4 <sup>th</sup>	Reading Mastery	Knowledge Building Comprehensive	75 minutes; 45 minutes whole class; 30 minutes differentiated
5 <sup>th</sup>	Reading Mastery	Knowledge Building Comprehensive	75 minutes; 45 minutes whole class; 30 minutes differentiated



## 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>	Reading Mastery Novel studies	Comprehension, Vocabulary, Grammar, Writing	Class period: 45-60 minutes
7 <sup>th</sup>	Reading Mastery Novel studies	Comprehension, Vocabulary, Grammar, Writing	Class period: 45-60 minutes
8 <sup>th</sup>	Reading Mastery Novel studies	Comprehension, Vocabulary, Grammar, Writing	Class period: 45-60 minutes
9 <sup>th</sup>	NA	NA	NA
10 <sup>th</sup>	NA	NA	NA
11 <sup>th</sup>	NA	NA	NA
12 <sup>th</sup>	NA	NA	NA

## Data-Based Decision-Making for Literacy Interventions

In the 2024-25 school year, Great Oaks Academy is positioned to expand reading intervention support services for all students through a robust implementation of Multi-Tiered System of Supports. Individual goal setting in reading progress and skill and concept mastery is conducted by individual classroom teachers with the support of the Academic Director and Executive Director. Special Education and EL teachers will also participate in goal setting and instructional planning. Teachers communicate student goals with students and their parent/guardian(s) for understanding and home/school support for a child's individual progress in reading. Great Oaks Academy Charter school is re-evaluating our multi-tiered system of support framework. Leadership team members in general education and special education have participated in MDE professional learning cohorts. Staff members with experience in conducting the self-evaluation of Multi-Tiered System of Supports will conduct a review at Great Oaks Academy prior to the start of the 2024-25 school year.

Great Oaks will administer the DIBELS Data System with the DIBELS 8th edition to screen all K-8 students in reading competency in phonemic awareness, alphabetic principal, accuracy and fluency with text, and comprehension. The results of this assessment, given three times per year, will provide benchmark data, screening data for indicators of dyslexia, and progress monitoring data allowing the school staff to develop a tiered model of support in reading for all students. In addition to benchmark data collection, all Great Oaks students are assessed according to Minnesota state academic standards. Common assessments are utilized to assess mastery of standards. Instruction is aligned to standards and teachers modify instruction based on data to ensure mastery of standards. Professional development is in place throughout the academic year, preparing teachers to champion best practices in planning for and delivering individualized, rigorous instruction.

## Evidence-based Interventions for Tier 1 (core) Instruction

Great Oaks will employ several research-based methods to ensure the success of our students:

- Language arts skills will be emphasized across all content areas. Our weekly schedule includes 15 hours of core instruction, a period covering history, science, language arts, math, music and art based on student needs. In addition to 45 minutes per day of specific skills instruction in handwriting, spelling, grammar, writing, and reading skills such as decoding and fluency, reading and writing assignments (narrations) will be used as a key component of the history, math and science curriculum. More time will also be scheduled for reading instruction. Built into our school week are four 45-minute blocks of time specifically for literature and reading instruction, bringing our total time for Language Arts instruction to a minimum of 12.5 hours per week: 7.5 hours of direct instruction and 5 hours of integrated studies. An example of the integration of instruction in these different subjects would be students practicing listening, speaking, reading and writing skills in the context of math word problems that involve an application in science such as measuring how much additional rainwater fell.
- Reading Mastery, a research-proven curriculum, will be used to develop fluent, independent and highly-skilled readers. In addition to its multi-strand approach, which engages students of every learning style, McGraw-Hill's analyses of the program found it met 95% of ELA standards in the CCSS. The

curriculum has been reviewed by Institute of Education Services and was found to have potentially positive effects on the reading achievement of English Language Learners, and the curriculum is also available in Spanish, so that our Spanish-speaking students can develop decoding and comprehension while gaining English fluency.

- Time-tested but unique strategies, such as copy work, narration and dictation will be used to develop reading, writing, listening skills and comprehension. Copy work, narration, and dictation benefit students by separating the two elements of writing: the formation of ideas and transference of those ideas into words, and the mechanics of writing the words on the page. By developing the two skills separately and then merging them, students gain confidence and instructors can identify which specific areas are weak and need developing. This method is championed by Susan Wise Bauer, respected author, and curriculum developer, as well as the Circe Institute, and the Charlotte Mason Method, who represent leaders in the field of Classical Education. Classroom teachers, and a reading specialist, will implement additional Tier 1 and Tier 2 support by working with students who struggle using both push-in and pull-out strategies in the classroom.
- A leveled group reading instruction strategy is used school-wide to support more individualized instruction for all learners. This allows for students to receive small group instruction each day. The culture of the school will emphasize the value of literature, therefore students will learn to love reading and will be recognized and rewarded for their achievements in that area.

## **Tier 1 Targets**

Criteria:

- At least 80% of secondary students meet standards from Tier 1 (core) programming alone in class grades, credit attainment, attendance, and behavior.
- At least 80% of elementary students meet standards from Tier 1 (core) programming alone in literacy and numeracy.
- At least 95% of students proficient at the beginning of the year are proficient at the end of the year.

## **Evidence-based Interventions for Tier 2 and Tier 3 Instruction**

Some students receive supplementary, tiered instruction from Special Education, EL, and/or Literacy Specialists. This may include push in or a pull-out model as indicated by their level of need and services. Educational Assistants are utilized to support reading instruction and assessment of students as determined by the teacher and/or administration. Collaboration between classroom teachers, Special Education case managers, remediation specialists, paraprofessionals and administration are necessary for school wide planning of reading instruction. Weekly grade level team meetings, monthly professional learning communities, and faculty meetings enhance collaboration school wide. This includes the development of the school schedule for instructional minutes of literacy and provisions for additional services. Interventions begin in the classroom by the teacher and continue through the Literacy Specialists, EL, and Special Education services, as needed. All students have access to instructional support and additional services as needed for their reading development. Interventions

are provided by licensed teachers. Services may be provided within the regular classroom, or outside the classroom as deemed appropriate to meet the individual student's needs. The duration and frequency of the intervention(s) depends on individual student needs.

Tier 2 instructional practices are an integral part of Great Oaks evidence-based instruction and include the following criteria:

- Supplemental instructional interventions are evidence-based for the content areas and grade levels in which they are used.
- Instructional goals are co-created by students and are progress monitored at least monthly.
- At least 60% of students served in Tier 2 are reaching learning goals.
- Instruction is differentiated based on student response; factors adjusted based on student response may include intensity (frequency and duration) and group size.
- Students are provided opportunities to make connections between new information, their prior knowledge, and their lived experiences.
- Parent/family communication on student progress is shared in a timely manner.
- Interventions are implemented with fidelity.

Tier 3 instructional interventions align with best-practices and are evidence-based and rigorous. Tier 3 academic and behavioral interventions are provided to the few students who require intensive interventions with or without an individualized education plan (IEP). The following criteria are used to ensure that Tier 3 interventions are aligned to academic standards and are taught and monitored with fidelity.

- Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core standards.
- Procedures are in place to systematically monitor the implementation fidelity of Tier 3 interventions.
- Goals are set and progress monitored for improvement as needed.

## Professional Development Plan

### Professional Development

To prepare for high levels of literacy growth and achievement in the 2024-25 school year, Great Oaks has begun a robust training program for instructional staff. Beginning in the 2023-24 school year, all classroom teachers, teachers of reading, and support staff have received training in data-driven instructional planning and decision

making. The Great Oaks staff will use data to inform intervention support planning for students who are not reading at or above grade-level expectations.

Kindergarten through 4th-grade instructional staff and support staff will begin the first level of LETRS training from a Lexia Facilitator beginning with asynchronous training in May 2024. On going training, including full-day synchronous LETRS training four times per year over the next two years, will be provided to all staff as outlined in [Minn. Stat. 120B.12 \(2023\)](#).

In addition to initiatives to provide training in structured literacy, Great Oaks provides Professional Development in our curriculum, Reading Mastery, with reading instruction for all teachers. Reading Mastery professional development will place an emphasis on students achieving at or above grade-level in reading. Teachers implement professional reading instruction and best practices in literacy learning. Great Oaks has extensive training in Reading Mastery in the fall and throughout the year. Reading Mastery experts work directly with teachers and students to facilitate reading instruction and provide services for students who need additional reading support and/or interventions in literacy skills and concepts.

School-wide Professional Development in Reading Mastery and Literacy, include but are not limited to the following:

1. 30 hours of training in fall.
2. Professional development is provided to teachers and staff by Reading Mastery Experts, focusing on these components:
  - a. Direct Instruction
  - b. Guided Reading
  - c. Comprehension strategies both fiction and non-fiction
  - d. Verbal and Written Narration strategies
  - e. Working with leveled reading groups
  - f. Fluency Assessments, administered every 10 lessons, by teachers using Reading Mastery
  - g. Formative and Summative assessments in classroom instruction of literacy
  - h. Informal assessments include teacher observations, running records, sight word and letter sounds.

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	NA	NA	NA	NA
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	12	0	0	12
Grades 4-5 (or 6) Classroom Educators (if applicable)	8	1	0	8
K-12 Reading Interventionists	3	0	0	3
K-12 Special Education Educators responsible for reading instruction	3	0	0	3
Pre-K through grade 5 Curriculum Directors	1	0	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	5	0	0	5

<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	4	0	0	4
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	NA	NA	NA	NA
Grades 6-12 Instructional support staff who provide reading support	1	0	0	1
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	3	0	0	3

## Action Planning for Continuous Improvement

Great Oaks is dedicated to continuous improvement in our implementation of evidenced-based literacy instruction.

Great Oaks Academy provides the following for all students in reading and literacy:

1. Curriculum aligned to state standards
  - a. Supplemented or adjusted as needed to address gaps in standards.
2. Tier 1, evidence-based direct instruction in reading and literacy
3. Multiple data sources are used to differentiate instruction for students.
4. Small group leveling for reading lessons
5. Consistent assessment of student progress on a weekly basis
6. Professional development for all staff in literacy
7. Reading Mastery training for all staff throughout the year

Our school will refine our evidence-based literacy instructional practices through the implementation of the following next steps in the 2024-25 school year:

1. Staff will be introduced to bimonthly data review teams organized by grade to review student literacy learning, grade-level performance, and planning for student growth.
2. A school-wide resource has been developed to allow ongoing conversations about student literacy learning. Staff will have planned opportunities for discussions regarding evidence-based instructional practices with vertical and horizontal alignment.
  - a. Teaching and learning objectives are based on standards and benchmarks for academic content areas and are well articulated from one grade to another.
  - b. Realignment of our K-5 scope and sequence will begin within grade levels and content areas.
3. Staff will work in teams to establish goals and monitor progress.
4. Instructional staff will receive ongoing professional development, coaching and mentoring, and have opportunities to discuss and review professional learning and the implementation of evidence-based best practices in the classroom.
5. Students will be closely monitored with multiple data sources to determine grade-level reading aptitude. If deficits are identified, students will receive tiered intervention support that fits the need of the individual and aligns with evidence-based best practices in reading instruction.
6. Supplemental foundational reading resources are in review for K-2 literacy instruction.