



**HCPA**

# **Local Literacy Plan**

## **Hmong College Prep Academy Grades K-5**

Updated June 2022

### **Purpose Statement**

The Hmong College Prep Academy (HCPA) Literacy Plan outlines the school’s practices related to creating a literacy rich environment that ensures each student reads at or above grade level by third grade, and that students in subsequent grade levels receive high quality learning opportunities to accelerate their literacy skills. Classroom practices that identify students’ literacy levels and support student learning are based on scientific evidence. Teachers are provided with ongoing professional development, on at least a weekly basis, to implement high-quality instruction and literacy practices in the classroom for all students to meet the school’s literacy goals.

### **Use of Data & Comprehensive Needs Assessment**

Teachers at HCPA regularly examine high-stakes and ongoing classroom data to inform instruction. Examples of data that are part of regular teacher meetings include MCA and MTAS (SpEd) scores, WIDA Screener & ACCESS scores, FastBridge screening and progress monitoring results, classroom benchmark assessment scores, grade-level common assessment scores, and daily formative assessment data. The tracking of data is consistent with all applicable privacy requirements.

<b>Demographics, 2021-2022, Grades K-5</b>	
Total Enrollment	1,034 students
ELL Enrollment	534
Recipients of Free & Reduced Price Meals	899
Students Receiving Special Education Services, Including 504s	88

<b>ACCESS 2022 Average Scores – Grades K-5*</b>				
Listening	Speaking	Reading	Writing	Overall
4.6	2.9	3.6	2.8	3.1

\*Based on Preliminary Data

### **Reporting of Reading Assessment Results & Comprehensive Needs Assessment**

HCPA has a significantly high population of students whose first language is not English and whose parents do not speak English. Additionally, many parents of HCPA students have not graduated from a school within the United States, and thus may not be familiar with the educational system of their children. A majority of our families are at an economic disadvantage.

### **Root Cause Analysis:**

***Students who start behind, stay behind***

The majority of HCPA's incoming kindergartners have not previously attended preschool or a structured early childhood education environment. When first assessed, the majority of incoming kindergartners score below Fastbridge's national percentiles for students of comparable age. Incoming first graders typically have made gains in closing the achievement gap, but have not caught up to grade level expectations and are performing at less than a mid-year kindergarten literacy level. Although students make growth each year, the gap between student performance and grade level expectations can continue to persist for several years.

### ***Lack of training in effective literacy instruction***

Administrators and teachers have noted that there is a deficit in knowledge of how to teach foundational literacy skills. Consequently, there is also a need to enhance the collecting, understanding, and analyzing of student literacy data. To compound the problem, students often arrive at kindergarten without awareness of environmental print or phonological awareness and teachers lack the knowledge of how to fill the already existing gap.

A significant percentage of HCPA's population are also English language learners. Additionally, students who do not qualify for ELL support often come from homes in which a language other than English is the predominant language. Families of EL and non-ELL students have varied proficiency in their first language. Parents, guardians, and other household adults may not be literate in their first language. Consequently, students' academic language skills in English are less than proficient, particularly because research has concluded that language learners require approximately 7 to 12 years to gain these skills (Cummins, 1986).

Anecdotal feedback from HCPA's teachers is that it is often difficult for students to confidently express their thoughts verbally and in writing. This may have cultural roots - Many of HCPA's Hmong students state that they are raised by their families with the belief that "silence is a form of respect." Additionally, students' language expression may also be a result of confidence, as students do not feel secure in their use of the English language and as a result do not actively use language in class. These notions are in conflict with our current American educational standards in that they require students to take initiative to pose and elaborate on topics from class texts. In order to build proficient readers and writers who take advantage of opportunities to express ideas, teachers must be adept at knowing how to integrate opportunities in their literacy instruction that scaffold students to confidently express ideas. HCPA teachers have expressed needing additional support in knowing how to integrate this skill into literacy instruction.

*Cummins, Jim. (1986). Bilingualism in education: aspects of theory, research, and practice. London: Longman.*

### **Identification of Students Who Demonstrate a Reading Difficulty**

Broad reading screening measures occur each fall, winter and spring. If a student is reading below grade level or shows other reading difficulties, additional assessments may be used to identify specific student needs. Teachers provide appropriate interventions to address student needs. The school's Student Support Team provides guidance for screening, identification, and ongoing support and progress monitoring. The identification and literacy progress of sub-groups, such as English Language Learners, are also monitored for growth.

## **Literacy Plan**

### **SMART Goals:**

#### **Literacy Practices SMART Goal 1:**

Increase MCA Proficiency Rates for Reading and Math by 13% over 2018-19 baseline.

Literacy Practices SMART Goal 2:

70% of all elementary students will show "typical" or "aggressive" growth in Reading as defined by Fastbridge.

Literacy Practices SMART Goal 3:

100% of all K-2 students who are designated as "high risk" in reading, based on Fastbridge Fall assessments, will receive intervention services. These additional services will result in a 20% decrease of the identified at-risk population.

Literacy practices that contribute to these goals include:

- Continuing to partner with MDE as an Implementation Site to ensure fidelity of implementation of Science of Reading content knowledge and instructional practices through the use of the Language Essentials for Teachers of Reading and Spelling (LETRS) professional development and training program. This training was originally pursued in response to HCPA's root cause analysis and need for training on effective literacy practices. In the 2022-2023 school year, HCPA will expand training to Volume 2 and will offer this course to all returning K-5 homeroom, ELL and Special Education teachers.
- Creating grade-level Long Range Plans and Unit Plans that are developed utilizing the 2010 Minnesota K-12 academic standards in English Language Arts (ELA) that includes phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.
- Implementing evidence-based curriculum resources such as the *Heggerty Phonemic Awareness Curriculum*, lessons from the West Virginia's *Reading First Phonics*, *Core Knowledge Language Arts (CKLA)*, and *Units of Study in Reading and Writing* created by Lucy Calkins and the Teachers College Reading and Writing Project contributors.
- Constructing a literacy block that covers phonological and phonemic awareness, phonic decoding, fluency, vocabulary, comprehension for all students in grades K-5.
- Ensuring all students have access to Tier 1 grade level standards during whole group instruction and working to ensure that students are not pulled during this time for any other services.
- Scheduling a targeted Instruction block every day for teachers to respond to student needs based on data from diagnostic and common formative assessments through interventions, remediation and extensions.
- Participating in Professional Learning Communities focused on a "Teach-Assess" cycle for literacy data and instruction.

HCPA's literacy plan is based on the research that better readers make better writers, and better writers make better readers. Additionally, speaking and listening skills contribute to making better readers and writers. The four domains of language – reading, writing, listening and speaking – are interdependent and a focus on improving one of these areas makes an impact on all of these areas. (Graham and Hebert, Harvard Educational Review, Winter 2011)

### **English Language Learners**

Dedicated resources and instruction are offered to English language learners (ELLs) in order to support oral language and academic literacy development. Both the classroom teacher and certified English

language (EL) teacher collaborate to build language objectives, strategize scaffolding tools for content, and plan vocabulary methods for their shared students.

Depending on their ACCESS Language Acquisition Assessment score, students are given either small group sheltered instruction, push-in inclusion services, or co-taught services. Students are instructed in the domains of Listening, Speaking, Reading and Writing in order to give them equal access to grade-level standards.

Literacy instruction for EL students may include: small group instruction on reading strategies, previewing upcoming literacy unit vocabulary and concepts, building background knowledge through realia and conversation, speaking practice during small group discussions, and guided writing lessons concurrent with classroom instruction.

### **Identification Requirements**

Age-appropriate and culturally responsive assessments are given to identify and monitor the reading level of all students. Students at HCPA take a variety of assessments including state standardized, norm-referenced, school-wide, and classroom assessments (including common summative and common formative assessments). Each assessment has a specific purpose and gives parents, students and teachers information about student growth and proficiency of academic standards.

The following assessments are given for universal screening three times annually and data is used to monitor individual student progress:

<b><u>Kindergarten</u></b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>School-Wide: FASTBRIDGE</b>		
aReading	aReading	aReading
<b>Early Reading</b> Letter Names Letter Sounds Onset Sounds Word Segmenting	<b>Early Reading</b> Letter Names Letter Sounds Word Segmenting Nonsense Words	<b>Early Reading</b> Letter Sounds Word Segmenting Nonsense Words

<b><u>Grade 1</u></b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>School-Wide: FASTBRIDGE</b>		
aReading	aReading	aReading
<b>Early Reading</b> Word Segmenting Nonsense Words	<b>Early Reading</b> Word Segmenting Nonsense Words	<b>Early Reading</b> Word Segmenting Nonsense Words

Sight Words-150 Sentence Reading	Sight Words-150 CBMreading	Sight Words-150 CBMreading
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<b>Grade 2-3</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>School-Wide: FASTBRIDGE</b>		
<ul style="list-style-type: none"> <li>• aReading</li> <li>• Oral Reading Fluency: CBMR-e</li> </ul>	<ul style="list-style-type: none"> <li>• aReading</li> <li>• Oral Reading Fluency: CBMR-e</li> </ul>	<ul style="list-style-type: none"> <li>• aReading</li> <li>• Oral Reading Fluency: CBMR-e</li> </ul>

<b>Grades 4-5</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>School-Wide: FASTBRIDGE</b>		
<ul style="list-style-type: none"> <li>• aReading</li> <li>• AUTOReading</li> </ul>	<ul style="list-style-type: none"> <li>• aReading</li> <li>• AUTOReading</li> </ul>	<ul style="list-style-type: none"> <li>• aReading</li> <li>• AUTOReading</li> </ul>

### **Efforts to Serve Students Who Display a Reading Difficulty**

Based on their performance in screening assessments, students may be given additional diagnostic assessments to further identify their specific needs. This assessment battery includes:

- PAST (Phonemic Awareness Screening Test) by David A. Kilpatrick, Ph.D. © 2003, 2010, 2016
- KeyPhonics (now Star Phonics) by Dr. Michelle Hosp © 2018-2021
- Words Their Way Primary Spelling Inventory © 2012 Pearson Education Inc.
- Words Their Way Elementary Spelling Inventory © 2012 Pearson Education Inc.

### **Efforts to Screen and Identify Students with Dyslexia**

HCPA has measures in place to screen for and identify students who demonstrate indicators of dyslexia. Universal screening to identify all students at-risk takes place in the fall, winter and spring of each year. Additionally, teachers receive professional development that focus on identifying students with characteristics consistent with dyslexia. If a student demonstrates characteristics of dyslexia, further screening occurs, and the Student Support Team works with classroom teachers to design, carry out, and gather evidence from interventions.

### **Efforts to Screen and Identify Students with Convergence Insufficiency Syndrome**

HCPA has measures in place to screen for and identify students who demonstrate signs of convergence insufficiency. This condition typically isn't detected in routine eye exams or school-based vision screenings. Therefore, teachers receive professional development that focus on identifying the symptoms of convergence insufficiency, such as eyestrain, headaches, difficulty reading due to blurriness, double vision, difficulty concentrating, and squinting or closing one eye (source: Mayo Clinic). If a student demonstrates characteristics of convergence insufficiency, teachers bring concerns to the

Student Support Team who recommends that the child consults with an ophthalmologist or an optometrist.

### Evidence-Based Interventions

HCPA provides interventions for students who are identified as not reading proficiently by third grade, and is committed to ensuring success in reading for all students through offering a **Multi-Tiered System of Supports (MTSS)**. A MTSS relies on multiple tiers of instruction that work together as a safety net to prevent school failure. The critical features of this school-wide framework include:

- **Assessments:** A system of assessments to screen, monitor the progress of and provide summative data about students.
- **High-quality, evidence-based instruction** for students that may happen at multiple levels.
- **Core instruction:** All students receive core instruction as part of the general curriculum. It must be standards based, of high quality and delivered with fidelity to increase the likelihood that the majority of students in a class are making progress and can become proficient in grade-level standards by the end of the school year.
- **Tier 2 or supplemental interventions:** A second level of support for students who are not on track to be proficient.
- **Data-based decision making:** School leaders and teachers use data obtained through the MTSS framework process to improve organizational support and instruction and to make decisions about students at risk of not meeting grade-level expectations.  
(Education.mn.gov, 2019)

### Literacy Supports, Services, and Interventions

Possible Interventions:	Purpose:	Who:	Frequency:	Student Selection Criteria:	Communicating Progress to Parents:
<b>FastBridge Intervention Bank</b>	Build upon foundational skills in phonics, fluency, and comprehension that are essential to student learning in order to build a cohesive literacy program.	Licensed classroom teacher or Intervention specialists.	10-30 minutes daily	Students in K-5: Universal screener, diagnostics, state-wide assessments	Email, phone calls, Conferences, report cards.
<b>Heggerty Phonemic Awareness Curriculum by Literacy Resources Inc.</b>	Build upon foundational skills in phonemic awareness that are essential to student learning in order to build a cohesive literacy program.	Licensed classroom teacher or Intervention specialists.	10-30 minutes daily	Students in K-5: Universal screener, diagnostics, state-wide assessments	Email, phone calls, Conferences, report cards.
<b>Read Naturally</b>	Build upon foundational skills in fluency and comprehension that are essential to student learning in order to build a cohesive literacy program.	Licensed classroom teacher or Intervention specialists.	10-30 minutes daily	Students in K-5: Universal screener, diagnostics, state-wide assessments	Email, phone calls, Conferences, report cards.

<b>Great Leaps</b>	Build upon foundational skills in fluency and comprehension that are essential to student learning in order to build a cohesive literacy program.	Licensed classroom teacher or Intervention specialists.	10-30 minutes daily	Students in K-5: Universal screener, diagnostics, state-wide assessments	Email, phone calls, Conferences, report cards.
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HCPA consistently works to evaluate additional interventions to support targeted areas of student need throughout the school year.

### **Action Planning for Continuous Improvement**

HCPA monitors and examines high-stakes and classroom data in order to provide high-quality classroom instruction to all students. Based on the specific practices needed, this is done with a focused long-range plan that includes specific timelines and milestones for collecting and reviewing data points that will inform professional development and needed coaching practices.

High-stakes data is compiled by our District Assessment Coordinator in formats that are used by the leadership team to make conclusions about trends and student needs. Classroom data is compiled through several of the school’s assessment systems such as FastBridge, Viewpoint, etc. High-stakes and classroom data is reviewed by the leadership team for analysis and action planning, and teachers receive support from administration, coaches and teams through Team Data Meetings and PLC’s.

Effectiveness of the coaches and fidelity to the implementation of the Science of Reading practice will be informed by Drivers Best Practices Assessment (DBPA) taken every 6 months. Additional details on HCPA’s work with the Science of Reading is described in later sections. Improvement goals created ensure continual and significant progress in student achievement.

### **Parent and Community Engagement**

#### **Communication Plan: Reporting to Parents/Guardians**

Annually parents are notified of their child’s reading proficiency. Parents are also notified if their child is receiving reading interventions and the student’s progress. Parents are given information in their native language on strategies they can use at home, regardless of language or educational background, to support their child in reading and writing.

HCPA holds an annual Literacy Night in which families are invited to join in the fun of reading, meet book characters, and learn how to support their child’s literacy. HCPA also holds Parent Nights for every grade level throughout the school year. A typical night has a focus on how to support their child in academics and preparing for college. Parents and students are also provided with activities and materials that they can continue to practice their literacy skills with at home.

#### **Communication Plan: Reporting to Stakeholders**

In the fall and the spring, the leadership team presents the current student data, including MCA and Universal Screening data to the HCPA School Board. The spring meeting creates accountability to report the level of growth that students made during that school year.

Annually, the school will provide the following to the state commissioner of education:

- copy of this literacy plan

- summary of reading assessment results
- summary of the district's efforts to screen and identify students with dyslexia
- summary of the district's efforts to screen and identify students with convergence insufficiency disorder

A copy of this literacy plan shall be made available to the public on the district's website.

### **Other Engagements**

Our media specialists work with classroom teachers to provide opportunities to students such as author visits, book clubs, and access to free books.

There are many opportunities for parents, families, and the community to be involved with literacy at HCPA. Please see the school's calendar on its website ([www.hcpak12.org](http://www.hcpak12.org)) for further examples.

### **Professional Development**

All homeroom, ELL and Special Education teachers will receive professional development, training and coaching in implementation of the Science of Reading through use of the Language Essentials for Teachers of Reading and Spelling (LETRS) program. Teachers receive ongoing, applied professional development by qualified trainers, coaches and administrators. In addition, all teachers participate in weekly meetings following the four critical questions of a Professional Learning Community (DuFour, 2016).

Specifically, teachers receive training in order to implement explicit, systematic, and sequential:

- Oral language
- Phonemic awareness
- Phonic decoding
- Fluency
- Vocabulary
- Comprehension, and
- Other literacy-related areas, including writing.

Teachers also receive training in ELL practices and cultural competency. Further training opportunities are offered on equity, student mastery, and culturally responsive instruction. Each fall teachers receive professional development that focuses on the characteristics of dyslexia and convergence insufficiency syndrome, and the process of involving the school's Student Support Team in providing appropriate interventions.

The school's PLC and coaching structure is well established and includes the following components:

- Weekly PLC's
- Data-driven long range plans with SMART goals that direct the focus of all PLC's
- Evidence-focused instructional rubric with ongoing coaching on specific pedagogical goals

**As we look ahead to the 2022-2023 school year after a year that continued to be affected by COVID-19, HCPA plans to work deliberately and meaningfully with staff, students, and families to provide the best possible educational experience for all, regardless of circumstances.**