



## Local Literacy Plan Template: 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 \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. 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:** 4103-07 Hmong College Prep Academy

**Date of Last Revision:** May 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

*Describe the district or charter school's literacy goals for the 2024-25 school year.*

#### **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.

#### **HCPA's Literacy Philosophy**

The aim of language learning at HCPA is to help shape student identity by providing opportunities to become effective communicators and citizens in the community and world. We celebrate and honor the cultural and linguistic diversity that students bring to our community.

In doing this, we endeavor to develop lifelong learners who confidently tackle challenges and investigate the world around them with an open and engaged mind.

### **Underlying Beliefs and Values**

- Students have access to authentic, real-world reading, writing, speaking, and listening experiences.
- Students have varied reading and writing levels because they come with a range of prior knowledge and experiences.
- Students learn from ongoing individual feedback.
- Students need consistent time to practice reading and writing skills and build stamina.
- Students are provided opportunities to take risks in their reading and writing.
- Students are provided with a wide range of learning opportunities to develop their skills and understandings.
- Students use feedback to set goals and continue to build on strengths.
- Students are best prepared to communicate in the real world when teachers continually engage and implement new research-based practices.
- Students learn best in an environment that models and promotes a growth mindset.
- Students are at the center of learning; teachers facilitate opportunities for learning and exploration.
- Students reach their full potential when teachers, parents, and staff collaborate and invest in student learning.

### **SMART Goals:**

#### Literacy Practices SMART Goal 1:

The school's proficiency rate on MCA Reading Assessments is greater than 10 percentage points above the resident district average.

#### Literacy Practices SMART Goal 2:

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

Literacy practices that contribute to these goals include:

- Goal-setting for 100% of all K-2 students who are designated as "high risk" in reading, based on Fastbridge Fall assessments, to receive Tier 2 intervention services in addition to strong, aligned, and structured Tier 1 instruction. The aim is that these additional services will result in a 20% decrease of the identified at-risk population.
- Continuing to implement training in the 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 2024-2025 school year, HCPA will continue training of Volume 1 and 2 and will offer this course to all new and returning K-5 homeroom, ELL, and Special Education teachers.
- Creating grade-level Long Range Plans and Unit Plans in English Language Arts (ELA) that are developed utilizing the 2010 Minnesota K-12 Academic Standards, while proactively planning for the changes set forth in the newly revised 2020 Minnesota K-12 Academic Standards. These

unit plans will include instruction in phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

- Implementing evidence-based curriculum resources such as the *Heggerty Phonemic Awareness Curriculum*, lessons from West Virginia's *Reading First Phonics*, *CAREI Functional Phonics Curriculum*, and *McGraw Hill's Wonders 2023*.
- 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-Analysis-Action" 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)

## 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)**

Age-appropriate and culturally responsive assessments are given to identify and monitor the reading ability 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.

### Identification of Students Who Demonstrate a Reading Difficulty

Universal screening to identify all K-5 and 6-12 students at-risk takes place in the fall, winter, and spring of each year. 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.

### Efforts to Screen and Identify Students with Characteristics of Dyslexia

HCPA has measures in place to screen for and identify students who demonstrate indicators of dyslexia. The definition of dyslexia is included in Minnesota Statutes, section 125A.01. As stated in statute, "dyslexia" means a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. Students who have a dyslexia diagnosis or who exhibit characteristics of dyslexia must meet the state and federal eligibility criteria in order to qualify for special education services.

Students are screened for reading fluency and accuracy, letter sounds, word decoding, word segmenting, phonemic awareness, word analysis, vocabulary development, and comprehension. Additionally, teachers receive professional development that focuses on identifying students with characteristics consistent with dyslexia, data analysis, early literacy pedagogy and intervention, potential indicators of and misconceptions about dyslexia, and instructional best practices around dyslexia.

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
- Star Phonics by Dr. Michelle Hosp © 2018-2021
- Words Their Way Primary and Elementary Spelling Inventory © 2012 Pearson Education Inc.
- LETRS Basic and Advanced Spelling Screeners © 2019 Voyager Sopris Learning, Inc.
- LETRS Phonics and Word Reading Survey © 2019 Voyager Sopris Learning, Inc.

Identification of students who demonstrate characteristics of dyslexia, can be determined through different sources of data including: observations of the student during instruction, history of scores from screening, formative and summative assessments, progress monitoring, and work samples. 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.

Students who are presenting with indicators of dyslexia will need more explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidenced-based practice with word sounds, and word recognition to make progress meeting proficiency. HCPA utilizes information gathered from the “Teacher Checklist for Characteristics of Dyslexia,” created by the Minnesota Department of Education, as a tool to help determine a student’s individual intervention needs. Information from this tool must be used in conjunction with other screening and diagnostic assessment data.

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

		<input type="checkbox"/> <b>Comprehension</b>		<b>of School (Spring)</b>
<b>Star Phonics (Renaissance)</b>	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> <b>Grade 2</b> <input checked="" type="checkbox"/> <b>Grade 3</b>	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> <b>Phonics</b> <input checked="" type="checkbox"/> <b>Fluency</b> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> <b>Universal Screening</b> <input checked="" type="checkbox"/> <b>Dyslexia Screening</b>	<input type="checkbox"/> <b>First 6 weeks of School (Fall)</b> <input type="checkbox"/> <b>Winter (optional)</b> <input type="checkbox"/> <b>Last 6 weeks of School (Spring)</b>

## 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>  FastBridge aReading	<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"/> 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 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>Name of Screener:</b>  FastBridge CBMReading	<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"/> 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 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>Name of Screener:</b>  FastBridge AUTOReading	<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"/> 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 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)



<p><b>Name of Screener:</b></p> <p>Star Phonics (Renaissance)</p>	<p><input type="checkbox"/> <b>Grade 4</b></p> <p><input type="checkbox"/> <b>Grade 5</b></p> <p><input type="checkbox"/> Grade 6</p> <p><input type="checkbox"/> Grade 7</p> <p><input type="checkbox"/> Grade 8</p> <p><input type="checkbox"/> Grade 9</p> <p><input type="checkbox"/> Grade 10</p> <p><input type="checkbox"/> Grade 11</p> <p><input type="checkbox"/> Grade 12</p>	<p><input type="checkbox"/> Oral Language</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> <b>Phonics</b></p> <p><input type="checkbox"/> <b>Fluency</b></p> <p><input type="checkbox"/> Vocabulary</p> <p><input type="checkbox"/> Comprehension</p>	<p><input type="checkbox"/> <b>Universal Screening</b></p> <p><input type="checkbox"/> <b>Dyslexia Screening</b></p>	<p><input type="checkbox"/> <b>First 6 weeks of School (Fall)</b></p> <p><input type="checkbox"/> <b>Winter (optional)</b></p> <p><input type="checkbox"/> <b>Last 6 weeks of School (Spring)</b></p>
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## 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.*

### Parent and Community Engagement

#### Communication: Families

Annually parents are notified of their child's reading proficiency. This occurs at or around fall parent-teacher conferences, after universal screening is complete and Minnesota Comprehensive Assessment (MCA) results are able to be shared, and includes a family letter that is discussed at conferences and/or mailed. Families are also notified if their child is receiving reading interventions and updated with continual student 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 other engagement opportunities for parents and families throughout the school year. Often, these meetings and events have a focus on how to support children in their 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. Whenever possible, the skills and activities are also modeled for families so that they will be able to replicate the practice with their students. Depending on the skills being targeted, family materials include:

- flashcards of letters for identification of letter names/phonemes and matching of uppercase/lowercase graphemes
- decodable passages and books
- heart word cards
- phonics/fluency games
- comprehension questions
- authentic texts

#### Communication Plan: Reporting to Stakeholders

In the fall and the spring, HCPA's leadership team presents the current student data, including MCA and universal screening data, to the HCPA Board of Directors. 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 Minnesota State Commissioner of Education:

- a 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 also 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.

# 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.

**Spring data and number of students identified with characteristics of dyslexia for KG-3rd grade cohorts will be updated upon the completion of Universal Screening. Upon posting date (May 30, 2024), Universal Screen has not yet been completed. Updates will be uploaded and posted by June 15, 2024.**

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 earlyReading	113	88 (some risk and above)	TBA	TBA	TBA	TBA
1 <sup>st</sup> earlyReading	145	95 (some risk and above)	TBA	TBA	TBA	TBA
2 <sup>nd</sup> CBMReading	170	102 (some risk and above)	TBA	TBA	TBA	TBA
3 <sup>rd</sup>	165	111	TBA	TBA	TBA	TBA

CBMReading		(some risk and above)				
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**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.

**Data for 4th-12th grade cohorts will be reported in 2025.**

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>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				

See NOTE, under Summary Data Kindergarten through 3<sup>rd</sup> Grade, above.

## 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	<i>Wonders (2023)</i> McGraw-Hill  <i>Heggerty Phonemic Awareness (2020)</i>	Comprehensive Tier 1 Instruction  Foundational Skills Supplemental	Whole Class for 115 Minutes Daily  30 Additional Minutes for Targeted Instruction (Small Groups, Intervention, Differentiation)
1 <sup>st</sup>	<i>Wonders (2023)</i> McGraw-Hill  <i>Heggerty Phonemic Awareness (2020)</i>	Comprehensive Tier 1 Instruction  Foundational Skills Supplemental	Whole Class for 120 Minutes Daily  30 Additional Minutes for Targeted Instruction (Small Groups, Intervention, Differentiation)
2 <sup>nd</sup>	<i>Wonders (2023)</i> McGraw-Hill  <i>Heggerty Phonemic Awareness (2020)</i>  <i>Functional Phonics</i> University of Minnesota	Comprehensive Tier 1 Instruction  Foundational Skills Supplemental  Foundational Skills Supplemental	Whole Class for 150 Minutes Daily  30 Additional Minutes for Targeted Instruction (Small Groups, Intervention, Differentiation) Class
3 <sup>rd</sup>	<i>Wonders (2023)</i> McGraw-Hill	Comprehensive Tier 1 Instruction	Whole Class for 125 Minutes Daily  30 Additional Minutes for Targeted Instruction (Small Groups, Intervention, Differentiation)
4 <sup>th</sup>	<i>Wonders (2023)</i> McGraw-Hill	Comprehensive Tier 1 Instruction	Whole Class for 115 Minutes Daily

			30 Additional Minutes for Targeted Instruction (Small Groups, Intervention, Differentiation)
5 <sup>th</sup>	<i>Wonders (2023)</i> McGraw-Hill	Comprehensive Tier 1 Instruction	Whole Class for 90 Minutes Daily  30 Additional Minutes for Targeted Instruction (Small Groups, Intervention, Differentiation)



# 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>	Teacher Created Resources  Adopting <i>StudySync (2021)</i> for 2024-2025 School Year McGraw-Hill	Comprehensive Tier 1 Instruction	Daily for 55 Minutes
7 <sup>th</sup>	Teacher Created Resources  Adopting <i>StudySync (2021)</i> for 2024-2025 School Year McGraw-Hill	Comprehensive Tier 1 Instruction	Daily for 55 Minutes
8 <sup>th</sup>	Teacher Created Resources  Adopting <i>StudySync (2021)</i> for 2024-2025 School Year McGraw-Hill	Comprehensive Tier 1 Instruction	Daily for 55 Minutes
9 <sup>th</sup>	Teacher Created Resources  Adopting <i>StudySync (2021)</i> for 2024-2025 School Year McGraw-Hill	Comprehensive Tier 1 Instruction	Daily for 55 Minutes
10 <sup>th</sup>	Teacher Created Resources  Adopting <i>StudySync (2021)</i> for 2024-2025 School Year McGraw-Hill	Comprehensive Tier 1 Instruction	Daily for 55 Minutes
11 <sup>th</sup>	Teacher Created Resources  Adopting <i>StudySync (2021)</i> for 2024-2025 School Year McGraw-Hill	Comprehensive Tier 1 Instruction	Daily for 55 Minutes

	CIS: Writing <i>University of Minnesota CIS Curriculum</i>		
12 <sup>th</sup>	Teacher Created Resources  Adopting <i>StudySync (2021)</i> for 2024-2025 School Year McGraw-Hill  CIS: Writing <i>University of Minnesota CIS Curriculum</i>	Comprehensive Tier 1 Instruction	Daily for 55 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.

*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.*

HCPA provides interventions for students who are identified as not reading proficiently by third grade and beyond, and is committed to ensuring success in reading for all students through offering a **Multi-Tiered System of Supports (MTSS)**, specifically utilizing the MnMTSS framework. 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 secondary interventions:** A second level of support for students who are not on track to be proficient
- **Tier 3 or tertiary interventions:** A third more frequent and intensive 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)

Hmong College Prep Academy was a participant in one of the Minnesota Department of Education's five-month MnMTSS cohorts in the winter and spring of 2022. Currently, selected staff are re-participating in a MnMTSS cohort to refresh and enhance framework knowledge and are also registered to attend the Minnesota COMPASS Conference in June 2024. With HCPA's MTSS work, an internal team of K-12 staff has completed the Self-Evaluation of MnMTSS for District Leadership Teams (SEMI-DLT) annually. Most recently, identified priorities have fallen within the "Tier 1 Core Practices" (3.1), "Progress Monitoring" (4.3), "Data Systems" (5.1), and "Decision Making" (5.2). Prioritization of those areas during the 2024-2025 school year has led to the following actions which will continue into school year 2024-2025:

- Defining statements and beliefs around HCPA's K-12 "Data Culture" to share across the district.
- Prioritization of "Data Driven Instruction," utilizing the work of Paul Bambrick-Santoyo, author of *Driven by Data 2.0: A Practical Guide to Improve Instruction*.
- With implementation of HCPA's new Tier 1 ELA curriculum, *Wonders*, during the 2023-2024 school year, teams have collaborated around "Assessment, Analysis, and Action" cycles utilizing common, standards and curriculum-aligned assessments. Data discussion and planning has occurred and will continue to occur in Professional Learning Community Meetings (PLCs) and Team Lead meetings with grade-level teacher leaders.
- The elementary Student Support Team (SST) has expanded to include multiple stakeholders and departments across the K-12 district. The team has continued to refine their practices with regards to effective and efficient in-school communication, tracking of progress and conversation, and analysis of progress monitoring data in order to determine next steps.
- In secondary, departments have made strides toward utilizing common assessments and strengthening their conversations on analyzing and responding to evidence of student learning.
- Included in HCPA's work to rebuild and accelerate learning following the pandemic, HCPA has worked to reconstruct coaching supports for teachers on instructional best practices. Four new coaches were hired to support within the elementary (two supporting across K-12) and two were hired within the secondary program. One additional coach in the secondary school has been hired for the 2024-2025 school year. It is the goal that this instructional support and coaching will translate to classroom application of structured literacy best practices, thereby impacting the word recognition, language comprehension, and reading comprehension skills of all our students.

Following the fall universal screening period, grade level teams, intervention specialists, ELL staff and special education staff meet to determine groups for interventions throughout the day. By cross referencing multiple data points and risk levels from FastBridge reporting, staff identify students in need of additional supports and additional follow-up diagnostics. Once those groups are identified, teachers progress monitor weekly to bi-weekly, depending on the intensity of need. Highest risk groups are progress monitored weekly using FastBridge Progress Monitoring assessments aligned to their focus area.

For Tier 1 instruction, grade level teams administer common assessments at regular intervals in K-5. Teams then share their data in a common grade-level tracker. In team PLCs, the data is discussed and analyzed in order to determine adjustments to Tier 1 instruction or additional groups for support in Tier 2 instruction, depending on the pervasiveness of the area of need. Coaches and administrators also

work closely with grade level teams to gather and monitor formative data from informal assessments (e.g. exit tickets, Reading and Writing Companion review) and *Wonders* Progress Monitors to evaluate the need to adjust instruction.

Dedicated resources and instruction are also 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 acquisition 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 English language learners 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.

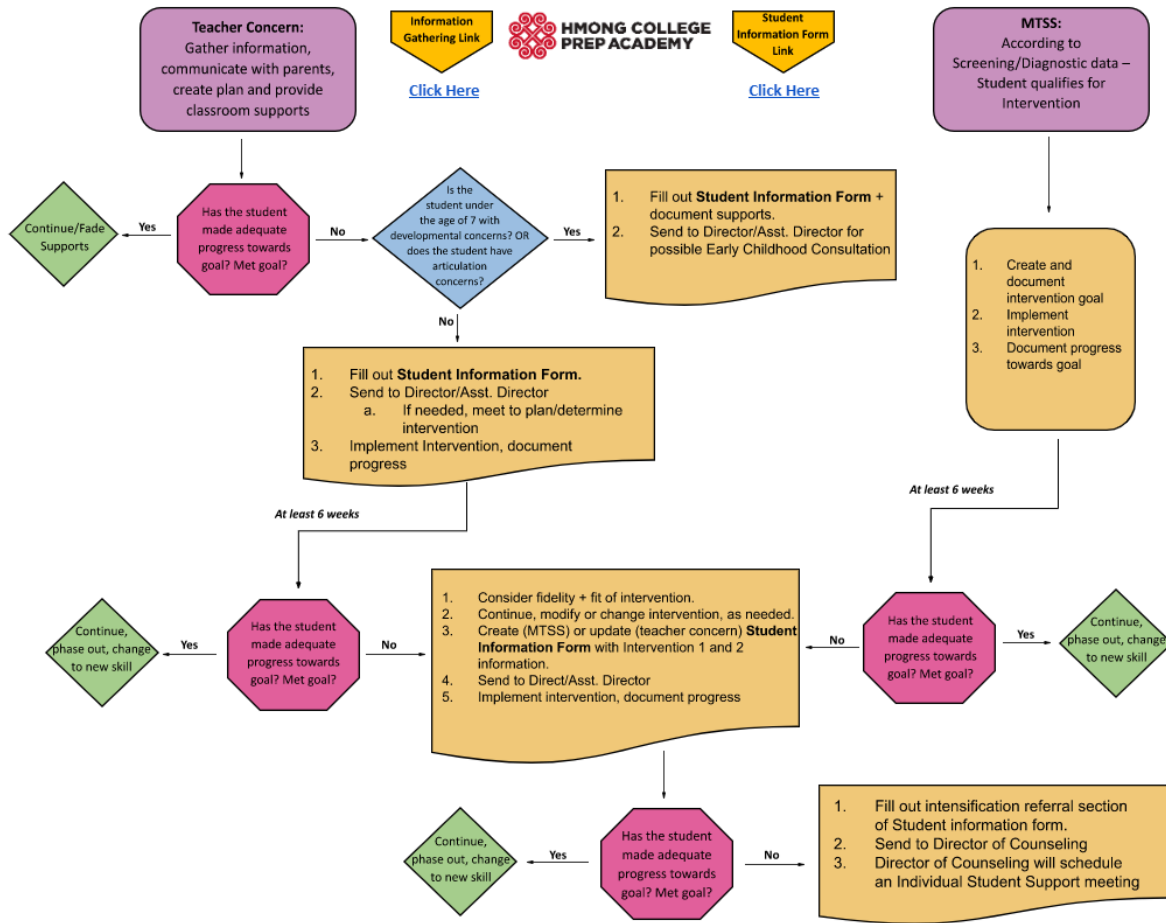
### Literacy Supports, Services, and Interventions

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.	5-15 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.

**Additional intervention resources are in evaluation for use in the 2024-205 academic year.**

HCPA consistently works to evaluate additional interventions to support targeted areas of student need throughout the school year.

As part of HCPA’s MTSS structures, protocols are in place to identify and support students to build their literacy skills. Below is an overview for identifying and responding to student need:



## 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.

### 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. K-12 teachers first began receiving LETRS training in initial cohorts in 2014 and through partnership with the Minnesota Department of Education as one of their first science of reading/science of implementation pilot sites. 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) and the Five Steps of Learning (NIET, 2021).

Specifically, teachers receive training and ongoing coaching in order to implement explicit, systematic, and sequential instruction in the following areas:

- 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

Ongoing LETRS professional development will be occurring in alignment with Minnesota's READ Act. Phase 1 educators will be projected to complete by spring/summer 2026.



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.

Data below represents the projected numbers of educators in total and those currently undertaking the training as of **May 30, 2024** . Educators listed in the category of *“Educators who need Training”* for Phase 1 will have transitioned to *“In Progress”* by July 1, 2024

Educators and staff members who hold roles across K-12 are only listed and counted once on the connected charts below.

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
<b>Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction</b>	N/A	N/A	N/A	N/A
<b>K-3 Classroom Educators (including ESL instructors responsible for reading instruction)</b>	Projecting 28 Classroom Educators 8 ELL 1 Flex Staff	25	2	10
<b>Grades 4-5 (or 6) Classroom Educators (if applicable)</b>	Projecting 16 Classroom Educators 2 ELL	6	3	9
<b>K-12 Reading Interventionists</b>	Projecting 16 Classroom Educators 2 ELL	5	3	4
<b>K-12 Special Education Educators responsible for reading instruction</b>	13	3	3	7

<b>Pre-K through grade 5 Curriculum Directors</b>	4	N/A	2	2
<b>Pre-K through grade 5 Instructional Support Staff who provide reading support</b>	7	4	1	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>
<b>Grades 4-12 Classroom Educators responsible for reading instruction</b>	14	N/A	N/A	14
<b>Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)</b>	5	2	1	2
<b>Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68</b>	N/A	N/A	N/A	N/A
<b>Grades 6-12 Instructional support staff who provide reading support</b>	2	N/A	N/A	2
<b>Grades 6-12 Curriculum Directors</b>	2	N/A	N/A	2
<b>Employees who select literacy instructional materials for Grades 6-12</b>	N/A	N/A	N/A	N/A

## 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.*

### **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 and plan for necessary resources and supports. 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.

In approaching HCPA's second year of implementation with the *Wonders* curriculum, collected data supports continued efforts and focus on engagement and differentiation within each lesson. Due to the success of K-5's first year with *Wonders*, and based on teacher feedback and student data, 6-12 classes will be transitioning toward a 6-12 standards-aligned curriculum, *StudySync (McGraw-Hill)*, in the 2024-2025 school year. Action planning and team work with the curriculum will begin in Summer 2024 and will continue in PLCs in the fall.

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