

HCPA

Hmong College Prep Academy Local Literacy Plan Grades K-5 Updated May 2023

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.

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.

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.

| ACCESS 2023 Average Scores – Grades K-5 | | | | |
|---|----------|---------|---------|---------|
| Listening | Speaking | Reading | Writing | Overall |
| 4.2 | 2.5 | 2.4 | 3.1 | 2.6 |

| Demographics, 2022-2023, Grades K-5 | |
|---|------------------------------|
| Total Enrollment | 1,059 |
| ELL Enrollment | 597 |
| Recipients of Free & Reduced Price Meals | 915 |
| Students Receiving Special Education Services, Including 504s | SPED=97 504=1 Total=98 |

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 normed 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.

A need for training in effective literacy instruction

Administrators and teachers have noted 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 this challenge, 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.

As noted, many students within HCPA's population are 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 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 universal screening occurs 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:

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 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 2023-2024 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” 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 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.

Identification Methods and Requirements

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.

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

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

| <u>Grade 1</u> | | |
|--|--|--|
| Fall | Winter | Spring |
| School-Wide: FASTBRIDGE | | |
| aReading | aReading | aReading |
| Early Reading Word Segmenting Nonsense Words Sight Words-150 Sentence Reading | Early Reading Word Segmenting Nonsense Words Sight Words-150 CBMreading | Early Reading Word Segmenting Nonsense Words Sight Words-150 CBMreading |

| <u>Grades 2-5</u> | | |
|--|--|--|
| Fall | Winter | Spring |
| School-Wide: FASTBRIDGE | | |
| <ul style="list-style-type: none"> • aReading • Oral Reading Fluency: CBMR-e • AUTOReading (Grades 4-5) | <ul style="list-style-type: none"> • aReading • Oral Reading Fluency: CBMR-e • AUTOReading (Grades 4-5) | <ul style="list-style-type: none"> • aReading • Oral Reading Fluency: CBMR-e • AUTOReading (Grades 4-5) |
| Star Phonics | Star Phonics | Star Phonics |

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
- 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.

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.

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

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.

Teacher Checklist for Characteristics of Dyslexia

| Language Indicators: Context and Meaning-Making | | |
|--|-----------------------------|--|
| Indicators of Language Difficulties | Mark concerns with X | Notes: Consider describing frequency, context, and what supports are helpful. |
| Struggles to learn and retain words such as names of colors, shapes, other’s names | | |
| Difficulty finding the right word. Student relies on descriptions, pointing, or use of imprecise language (says “stuff” or “thing”). Speech is interrupted with pauses to find right word, needs extra time to respond to questions. | | |
| Confuses words that sound alike, such as saying “tornado” for volcano, or “lotion” for ocean | | |
| Struggles to accurately and efficiently process orally presented information. Student may stare intently at the speaker or use visual cues to support understanding when oral information is provided too quickly or when there is “too much language” for the student to follow. Student may look around the classroom to follow what peers are doing. | | |
| Mispronunciation of long, unfamiliar, or complicated words (e.g. says “aminal” for animal or “calerpitter” for caterpillar) | | |
| Difficulty remembering multi-step directions or sequences (ABCs, days of the week, months) | | |
| Relates stories in a disorganized manner that is hard for the listener to follow | | |
| <p>Complete a statement summarizing language Indicators. In place of the italicized text, insert the indicators marked. Multiple indicators suggest the need to consult with a speech and language pathologist. Be sure that the indicators exemplify where performance is unexpected compared to that of typically developing peers who have received the same amount of instruction. For English learners (EL) note differences between student and EL peer group.</p> | | |

Suggested language for summary statement:

Given (list indicators of language difficulties) and (current performance relative to expectations and peers) the student requires additional instruction and practice. The following instructional strategies and supports will be used to improve performance (breaking directions down, extra think time, use of objects or manipulatives in learning or communicating, etc.).

Phonemic Awareness: Mapping Sounds within Words**Indicators of Phonemic Awareness Difficulties**

Mark concerns
with X

Notes: Consider results of error analysis, skill inventories, observation. Indicate if there are difficulties with specific sounds.

Difficulty identifying initial, medial or final sound of a word

Accuracy
Automaticity

Struggles to identify or create rhyming words, does not enjoy rhyming

Accuracy
Automaticity

Unable to break words into separate speech sounds ('cat' has three sounds /c/ /ă/ /t/). Note: EL learner's first language may break words into syllables rather than phonemes (e.g. Spanish). Document student differences relative to EL peer group.

Accuracy
Automaticity

Difficulty deleting or substituting phonemes during phonemic awareness activities.

Accuracy
Automaticity

Complete a statement summarizing language Indicators.

In place of the italicized text, insert the indicators marked. Multiple indicators suggest the need to consult with a speech and language pathologist. Be sure that the indicators exemplify where performance is unexpected compared to that of typically developing peers who have received the same amount of instruction. For English learners (EL) note differences between student and EL peer group.

Suggested language for summary statement:

Given (list indicators of language difficulties) and (current performance relative to expectations and peers) the student requires additional instruction and practice. The following instructional strategies and supports will be used to improve performance (breaking directions down, extra think time, use of objects or manipulatives in learning or communicating, etc.).

Orthography: Mapping Sounds to Letters**Indicators of Orthographic Difficulties**

Mark concerns
with X

Note: Consider error analysis, observations, spelling inventories, etc. Note specific sounds that are difficult.

Doesn't know letters in own name (first or last)

Accuracy
Automaticity

Confuses similar-looking letters (directionality)

Accuracy
Automaticity

Difficulty learning or recalling letter sounds (despite repeated practice)

Accuracy
Automaticity

Difficulty with fluent/automatic naming of letters

Accuracy
Automaticity

Misspellings indicate not all sounds are represented or errors are not phonetic (make note in phonemic awareness that this skill is missing)

Accuracy
Automaticity

| | | |
|--|----------------------------|--|
| Misspellings are phonetically correct (all sounds are represented) but with the wrong graphemes (letters/patterns) | _Accuracy _Automaticity | |
| Misspellings show student isn't using morphemes correctly (e.g. 'wacht' for watched) | _Accuracy _Automaticity | |
| Student struggles with letter formation. Note which graphemes and/or other issues related to spacing. | _Accuracy _Automaticity | |
| Spells same word multiple ways within the same document. May even misspell a word the student can see or refer to on the board or worksheet. | | |
| Limits writing to words student can spell (note differences between oral language and written work) | | |
| Written responses are limited in length and detail compared to what would be provided in an oral response. | | |

Complete the orthographic mapping summary statement.

Given (indicators of orthographic difficulties) and (current performance relative to expectations and peers) the student requires additional instruction and practice with the following specific skills (insert orthographic skills to be addressed in the next six weeks) using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance (use of finger tapping, boxing the syllable, mnemonics, etc.). Progress will be monitored (weekly or bi-weekly) using (list progress monitoring tool).

| Decoding | Mark concerns with X | Note: Consider error analysis, skill inventories, and observations. Include explicit instruction, strategies, etc. that make it better. |
|--|----------------------|---|
| Student's word reading errors: <ul style="list-style-type: none"> • show no connection to the sounds of the letters (reads "rabbit" as "bunny") • substitutes similar-looking words (reads "luck" as "lunch") • makes wild guesses at words (may use first letter) • relies heavily on the context or pictures in a story to "read" (e.g. student may look up at the ceiling to "figure out" a word) | | |
| Reads letters out of sequence (e.g. reads 'saw' as 'was' or 'from' as 'form') | | |
| Difficulty holding letter sounds in mind when decoding (e.g. may sound out 'p-i-n' and then say "pick") | | |
| Mixes up or omits small function words when reading (e.g. the, to, of, if, for) | | |
| Frequently misreads common high frequency words even after practice (e.g. when, where, there, went, they, their, been, to, does, said, what) | | |

| | | |
|--|--|--|
| Reads or sounds out a word and then doesn't recognize that word later in the text | | |
| <p>Decoding is accurate but slow and labored (not automatic or fluent)</p> <ul style="list-style-type: none"> • Student is reading sound by sound with difficulty blending • Student is reading word by word but choppy and hesitant | | |

Complete the decoding summary statement.

Given (indicators of decoding difficulties) and (current performance relative to expectations and peers) the student requires additional instruction and practice with the following specific skills (insert decoding skills to be addressed in the next six weeks) using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance (use of finger tapping, boxing the syllable, dividing off morphemes, following with finger while sounding out the words, etc.) Progress will be monitored (weekly or bi-weekly) using (list progress monitoring tool).

Educational Experiences

| Indicators Additional Instruction is Necessary | Date(s) | What were the results? |
|---|---------|------------------------|
| Speech-language difficulties during early childhood plan | | |
| Student repeated a course, grade, or service | | |
| Student was referred for services: speech-language, special education, Title 1 services, Alternative Delivery of Instructional Supports and Services (ADSIS) etc. | | |
| Student received / is receiving services: speech-language services or additional reading instruction. | | |
| Organizational time, study halls, other supports have been provided to help student keep up with workload and complete assignments. | | |
| Instruction provided outside of school (tutoring or efforts provided by the family) | | |
| Student was evaluated for special education or a 504 plan | | |
| Student has qualified for special education or a 504 | | |
| Additional relevant experiences not listed above | | |

Complete educational experiences summary statement.

Given (list student experience indicators) the student demonstrates an ongoing need for additional interventions and supports such as (please list interventions, supports and strategies that will be used).

Child and Family History

| Child and Family History Indicators | Mark concerns with X | Note information relevant for planning intervention frequency, duration, intensity. |
|---|----------------------|---|
| A family member has reading or spelling difficulties (may or may not have a formal diagnosis) | | |

| | | |
|--|--|--|
| Student has been evaluated or diagnosed with dyslexia, specific learning disorder or reading disorder | | |
| Student has been evaluated or diagnosed with a speech or language disorder or demonstrates speech-language difficulties requiring intervention | | |
| Student has been evaluated or diagnosed with ADHD or has difficulty sustaining attention | | |
| Parents have discussed concerns with the school regarding student's difficulties with reading, language and/or attention | | |

Complete child and family history summary statement.

Family history is one of the strongest predictors of dyslexia. Data on family history along with slow or delayed progress in accurate and automatic phonemic awareness, orthographic mapping, and phonics should absolutely lead to targeted and explicit systematic, and sequential instruction. Waiting or providing a balanced reading intervention is not supported by research.

Given (list relevant child and family history) it is likely that the student needs (list effective strategies) in order to make progress in core instruction.

Student Experiences

| Student Experience Indicators | Mark concerns with X | Notes |
|---|----------------------|-------|
| Student complains of physical illness or actively avoids reading (puts head down, find excuses to stop or distract from task, multiple breaks during reading and writing, etc). | | |
| Student expresses how hard reading is for them compared to others (siblings, students, etc.) | | |
| Student complains of being stupid/dumb | | |
| It takes multiple times longer for student to complete reading or homework assignments compared to siblings and peers | | |
| Student prefers audio supported text / apps when available | | |
| <i>Additional relevant information from conferences with student and parent not listed above</i> | | |

Complete student experience summary statement: *Student experiences are important in identifying the impact of reading difficulties. Indicators from this list should be used to support selection of technology and accommodations that improve performance across the day. Data may also indicate the need for emotional supports to reduce anxiety and avoidance of reading tasks.*

Given (list student experience indicators) it is likely that the student needs (list effective strategies) in order to make progress in core instruction.

Summary Problem Statement to Bring to the Team:

Students with characteristics of dyslexia most often have phonemic awareness deficits that create a cascade of difficulties in decoding and orthography (i.e. spelling). Although we are not providing a diagnosis of dyslexia, we have recognized the following skills require additional explicit instruction.

Insert the following summary statements here: phonemic awareness, orthography, and decoding.

- *Given (list indicators of phonemic awareness difficulties) and (current performance relative to expectations and peers) the student requires additional instruction and practice with the following specific skills (insert phonemic awareness skills to be addressed in the next six weeks) using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance (finger tapping the sounds/phonemes, markers/tokens, mirrors, reference to articulatory features of sounds, etc.). Progress will be monitored (weekly or bi-weekly) using (list progress monitoring tool).*
- *Given (indicators of orthographic difficulties) and (current performance relative to expectations and peers) the student requires additional instruction and practice with the following specific skills (insert orthographic skills to be addressed in the next six weeks) using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance (use of finger tapping, boxing the syllable, mnemonics, etc.). Progress will be monitored (weekly or bi-weekly) using (list progress monitoring tool).*
- *Given (indicators of decoding difficulties) and (current performance relative to expectations and peers) the student requires additional instruction and practice with the following specific skills (insert decoding skills to be addressed in the next six weeks) using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance (use of finger tapping, boxing the syllable, dividing off morphemes, following with finger while sounding out the words, etc.). Progress will be monitored (weekly or bi-weekly) using (list progress monitoring tool).*

How Worried Should We Be?

Given language indicators, child and family history and student experiences (insert indicators) the team believes that:

- *the student requires intensive intervention and/or*
- *technology and audio supported text should be provided across the day to support reading comprehension.*
- *a referral for a 504 plan and accommodations (for daily work and standardized testing) are justified*
- *a referral for a special education evaluation should be initiated*

Given all the information provided at this time, we are proposing (list services) to be provided (number of times per week) times per week for (number of minutes) minutes per session.

We will monitor progress by (list what data will be graphed) and document additional learnings (such as retention, progress towards the goal, level of explicitness needed) to determine if and when additional evaluation or changes to intervention are needed.

We will be reviewing the data and student progress (name skill, weekly/bi-weekly). If in (number of weeks) weeks, progress (insert decision rule) has not been made we will convene a meeting to discuss next steps.

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:

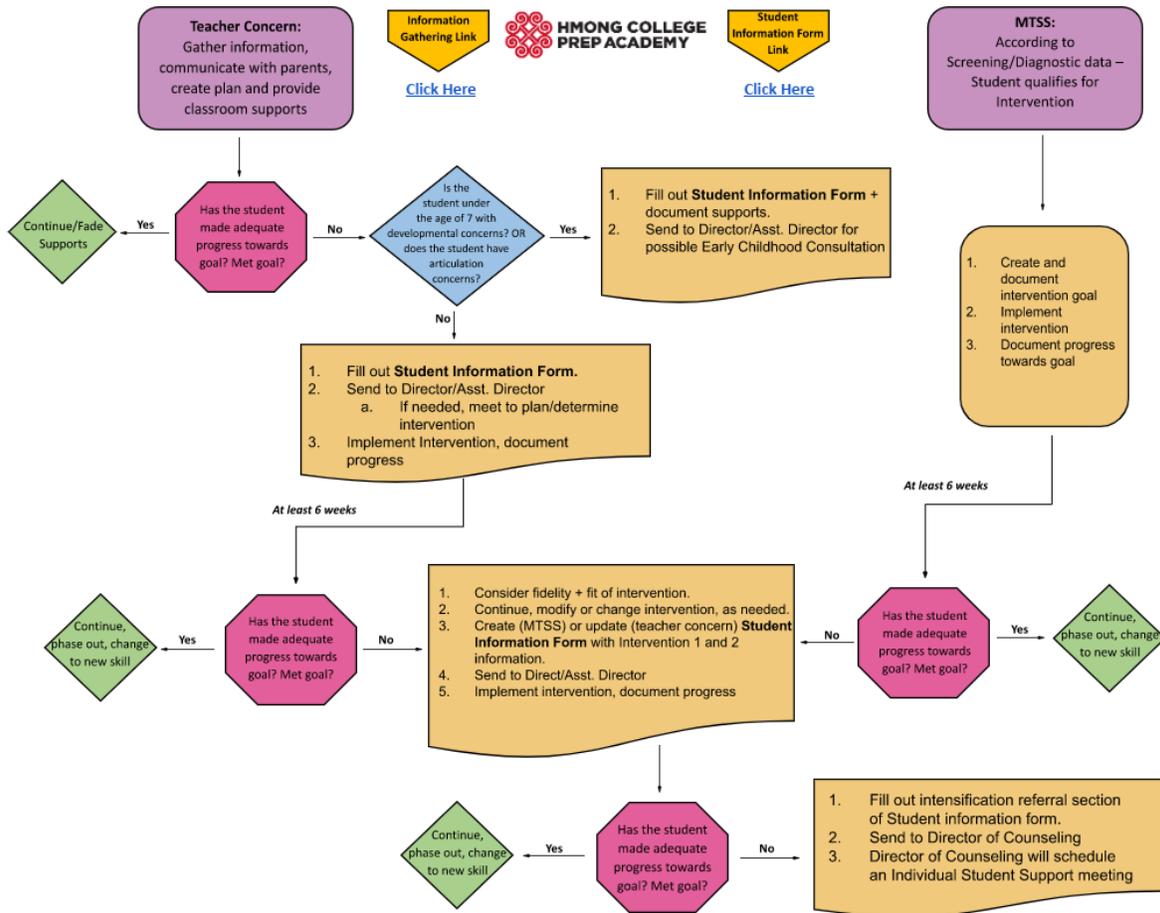
- **Assessments:** A system of assessments to screen, monitor the progress of and provide summative data about students.
- **High-quality, evidence-based instruction** for students that may happen at multiple levels.
- **Core instruction:** All students receive core instruction as part of the general 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 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)

Literacy Supports, Services, and Interventions

| Possible Interventions: | Purpose: | Who: | Frequency: | Student Selection Criteria: | Communicating Progress to Parents: |
|--|---|---|---------------------|--|--|
| FastBridge Intervention Bank | 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. |
| Heggerty Phonemic Awareness Curriculum by Literacy Resources Inc. | 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. |
| Read Naturally | 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. |
| Great Leaps | 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. |

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.



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.

Effectiveness of the coaches 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 and later sections. Improvement goals created ensure continual and significant progress in student achievement.

Parent and Community Engagement

Communication: Families

Annually parents are notified of their child's reading proficiency. Parents 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.

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) 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 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

As we look ahead to the 2023-2024 school year, HCPA plans to work deliberately and meaningfully with staff, students, and families to provide the best possible educational experience for all, regardless of circumstances.