



**HCPA**

# **Local Literacy Plan**

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

Updated July 2020

*“We have a few short years to move these students from illiteracy to proficiency, a seemingly impossible task. However, within that impossible task are things that can be done.”*

-Dr. Christianna Hang, Superintendent of Hmong College Prep Academy

### **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 classroom data to inform instruction. Examples of data that are part of regular teacher meetings include NWEA (MAP), MCA, MTAS (SpEd), W-APT, WIDA Screener & ACCESS, FastBridge, classroom benchmark assessments, grade-level common assessments, and daily formative assessments.

The tracking of data is consistent with all applicable privacy requirements.

The pandemic of the novel coronavirus (COVID-19) impacted instruction and assessment in all Minnesota school districts, including Hmong College Prep Academy, during the spring of 2020. The details of this plan aim to support students in transitioning from the school closures and distance learning of the spring of 2020 into the potential scenarios of instruction for school year 2020-2021. Because of limitations on testing and assessment during the spring, the most current data is included below.

### **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 an American school, and thus may not be familiar with the educational system of their children. A majority of our families are at an economic disadvantage.

<b>Demographics, 2019-2020, Grades K-5</b>	
Total Enrollment	1,100 students
ELL Enrollment	43.5%
Recipients of Free & Reduced Price Meals	74.9%
Students Receiving Special Education Services, Including 504s	9.6%

NWEA (MAP) Reading Scores GLE = Grade Level Equivalent		
Grade	FALL 2019 Reading RIT - Average	Fall 2019 GLE of RIT - Average
K	133	0
1st	148	0.4
2nd	161	1
3rd	176	2.1
4th	187	2.9
5th	197	3.9

**MCA Reading Scores – Spring 2019**  
**2018-19 Proficiency**  
 3rd Grade 22.52%  
 4th Grade 28.04%  
 5th Grade 34.39%

ACCESS 2019 Average Scores – Grades K-5*				
Listening	Speaking	Reading	Writing	Overall
4.7 Highest Strand	3.1 Lowest Strand	3.3	3.3	3.4

\*Official results for 2020 Testing have not yet been publicly released

**Root Cause Analysis:**

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

The majority of HCPA’s incoming kindergartners have not attended preschool or a structured educational environment. The majority of incoming kindergartners score below NWEA’s national norms for students of comparable age. Incoming first graders have not caught up and are only performing at less than a mid-year kindergarten literacy level. The trend continues. Although students make growth each year, the gap continues to widen and many students remain reading below grade level even as high schoolers.

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

Administrators and teachers have noted that there is a deficit in knowledge of 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 to 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. Consequently, students’ academic language skills in English often suffer,

particularly because research states that it takes language learners 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 be embedded in the culture of our predominantly Hmong students who say they are often raised by their parents with the belief that "silence is a form of respect". This may also be a result of ELL students who are not yet confident in their use of the English language and as a result do not actively use language in class. These notions pose a cultural clash as current American educational standards require that students 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.

Students often come from families who may not know how to best support their child's education. Educators need strong training in reading, writing, listening and speaking in order to sufficiently offer students opportunities to communicate and accelerate literacy skills in the classroom.

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

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

General 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. Depending on decisions made at the state and local level as a result of COVID-19, these testing plans and the below identification practices may be modified for the 2020-2021 school year.

## **Literacy Plan**

### **SMART Goals:**

#### Literacy Practices SMART Goal 1:

Kindergarten - 12th grade students enrolled with HCPA, and have taken both fall and spring MAP Assessments, will demonstrate an average of one year's growth in reading as a result of supporting students' literacy development through strong literacy instruction and intervention.

#### Literacy Practices SMART Goal 2:

90 percent of all HCPA students will be proficient in reading by the year 2025 as measured by the Minnesota Comprehensive Assessments as a result of supporting students' literacy development through strong literacy instruction and intervention.

Literacy practices that contribute to these goals include:

- 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.
- Conducting and training all K-2 teachers, interventionists, leadership team members, and other staff members working with students in K-2 in the Language Essentials for Teachers of Reading

and Spelling (LETRS) during the 2019-2020 and 2020-2021 school year. In partnership with MDE, this training will focus on the science of reading and will help provide insight and instructional knowledge on how students learn how to read. This training was originally pursued in response to HCPA's root cause analysis and need for training on effective literacy practices. LETRS training will expand in the 2020-2021 school year and will span over several years.

- Implementing research-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, Writing and Phonics* 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.
- Targeted Instruction block every day for teachers to respond to student needs based on data from common formative assessments.
- Participating in Professional Learning Communities focused on the Teach-Assess cycle focused on 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 also 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 Learner 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 or push-in inclusion 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 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 standards.

The following assessments are given and data is used to monitor individual student progress:

<b><u>Kindergarten</u></b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Norm-Referenced Assessment: Northwest Evaluation Association (NWEA)</b>		
MAP Reading		MAP Reading
<b>School-Wide: FASTBRIDGE Screener</b>		
<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>Common Classroom Assessments for Reading, Writing, Phonics, and Phonological Awareness</b>		
<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Letter-Sound Correspondence</li> <li>● Phonological Awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Letter-Sound Correspondence</li> <li>● Phonological Awareness</li> <li>● Developmental Spelling</li> <li>● Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Letter-Sound Correspondence</li> <li>● Concepts of Print</li> <li>● Phonological Awareness</li> <li>● Developmental Spelling</li> <li>● Sight Words</li> </ul>

<b><u>First Grade</u></b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Norm-Referenced Assessment: Northwest Evaluation Association (NWEA)</b>		
MAP Reading		MAP Reading
<b>School-Wide: FASTBRIDGE Screener</b>		
<b>Early Reading</b> Letter Sounds Word Blending Nonsense Words	<b>Early Reading</b> Word Blending Nonsense Words CBMR-e	<b>Early Reading</b> Word Blending Nonsense Words CBMR-e

<b>Common Classroom Assessments for Reading, Writing, Phonics, and Phonological Awareness</b>		
<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Letter-Sound Correspondence</li> <li>● Developmental Spelling</li> <li>● Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Developmental Spelling</li> <li>● Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Developmental Spelling</li> <li>● Sight Words</li> </ul>

<b><u>Second Grade</u></b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Norm-Referenced Assessment: Northwest Evaluation Association (NWEA)</b>		
MAP Reading		MAP Reading
<b>School-Wide: FASTBRIDGE</b>		
CBMR-e aReading	CBMR-e aReading	CBMR-e aReading
<b>Common Classroom Assessments for Reading, Writing, Phonics, and Phonological Awareness</b>		
<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Developmental Spelling</li> <li>● Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Developmental Spelling</li> <li>● Sight Words</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Assessments (common summative and formative)</li> <li>● Developmental Spelling</li> <li>● Sight Words</li> </ul>

<b><u>Grades 3-5</u></b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>State-Standardized</b>		
		Minnesota Comprehensive Assessment (MCA)
<b>Norm-Referenced Assessment: Northwest Evaluation Association (NWEA)</b>		
MAP Reading		MAP Reading
<b>School-Wide: FASTBRIDGE</b>		
● Oral Reading Fluency:	● Oral Reading Fluency:	● Oral Reading Fluency:

CBMR-e ● aReading	CBMR-e ● aReading	CBMR-e ● aReading
<b>Common Classroom Assessments: Units of Study in Reading, Writing and Phonics/Words Their Way (WTW)</b>		
● Unit Assessments (common summative and formative) ● WTW Developmental Spelling Inventory	● Unit Assessments (common summative and formative) ● WTW Developmental Spelling Inventory	● Unit Assessments (common summative and formative) ● WTW Developmental Spelling Inventory

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

Based on their performance in screening assessments, students may be given further 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
- QPS (Quick Phonics Screener) by Dr. Jan Hasbrouck © (2017)
- 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)** . An 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: FAST, MAP, MCA	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: FAST, MAP, MCA	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: FAST, MAP, MCA	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: FAST, MAP, MCA	Email, phone calls, Conferences, report cards.

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 Schoology, FastBridge, etc. High-stakes and classroom data is reviewed by the leadership team for analysis and action planning on a weekly basis, and teachers get support from weekly coaching and PLCs on interpreting data to make informed instructional decisions.

Effectiveness of the coaches and fidelity to the implementation will be informed by internally developed milestones that are based on student data and current needs assessments. These improvement goals 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 be used 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. We also provide students and parents 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 to the HCPA School Board the current student data, including MCA and NWEA MAP data. 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 teachers participate in PLCs and coaching to increase knowledge of content and literacy. Teachers receive ongoing applied professional development by qualified coaches and administrators on a weekly basis. Data drives the focus of professional development. Elementary teachers receive ongoing professional development during summer workshops, weekly PLCs, and coaching throughout the year.

Specifically, teachers receive training in order to implement comprehensive, age-appropriate, intentional and explicit instruction in:

- 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 PLCs.
- Data driven long range plans with SMART goals that direct the focus of all PLCs.
- Weekly coaching from certified instructional coaches that focuses upon teachers' pedagogical goals, student data and classroom evidence.
- Evidence-focused instructional rubric with ongoing coaching on specific pedagogical goals.

**While plans for the future remain uncertain, HCPA will work deliberately and meaningfully with parents, students, and families to provide the best possible educational experience for all, regardless of circumstances surrounding COVID-19, for the 2020-2021 school year.**