



Hmong American Peace Academy Early Literacy Remediation Plan

[HAPA Mission and Portrait of a HAPA Graduate](#)

Section 1 Introduction

Early Literacy Instruction

The following are some key elements of HAPA' early literacy instruction:

- HAPA uses instructional methods that are evidence-based, best practices and selects and uses curricular materials that meet Act 20 requirements and shown to be effective for instruction in early literacy.
- HAPA staff differentiate instruction to accommodate the needs of students who demonstrate differences in literacy skills from students who are struggling to reach or maintain grade-level literacy skills to those who are excelling.
- HAPA uses a variety of assessments, both formal and informal, to screen, diagnose and monitor each student's current skills and knowledge, to identify any learning gaps related to literacy development, and to measure learning and growth following instruction. Interventions are provided for all scholars who need support to attain or maintain grade level proficiency.
- HAPA uses a multi-tiered system of learning and supports to determine the best interventions, and instructional pathways for each scholar, making curricular adjustments, and providing additional support services to meet the needs of students who are not yet proficient in demonstrating grade-level literacy skills on literacy screeners, state and interim assessments.

Foundations

HAPA's Early Literacy program meets foundational requirements for early literacy instruction.

- Licensed, professional educators have specific training in the areas of reading instruction and literacy development aligned to state approved preparation programs.
- Curriculum is aligned to academic standards in reading and English language arts and meets state approved instructional criteria for early literacy. HAPA does not use the 3-cueing method for Early Literacy instruction in reading.
- Early Literacy curriculum is sequenced and systematic from preschool through fifth grade.



- Interventions are data driven and supported by specialists including those with specific knowledge and expertise in reading, dyslexia, English language learning and special education.

Universal Expectations for High-Quality Instruction are based on the Wisconsin State Standards :

- [Wisconsin Standards for English Language Arts](#), DPI 2020
- [Wisconsin Essential Elements for English Language Arts](#), DPI 2022
- [Wisconsin Model Early Learning Standards Fifth Edition](#) DPI 2017
- [WIDA Standards](#) University of Wisconsin Madison 2020

Approach to Literacy

Hmong American Peace Academy's approach to literacy is centered on ensuring that every student, regardless of background, language, or cultural identity, has access to high-quality, evidence-based instruction. We provide systematic, explicit science-based early reading instruction that fosters lifelong literacy skills. Our instructional framework includes expectations that guide curriculum, instruction, assessment, and learning climate. Instruction combines visual, audio, and tactile experience during literacy instruction with multisensory strategies and practices that support English Language development to guide teaching and assessment. This also includes equitable multi-level systems of support (EMLSS), data-driven instruction, instructional expectations, professional development, lesson design, and teacher collaboration in professional learning communities (PLCs).

Early Literacy at HAPA includes instruction in all of the following areas (WI. ACT 20 SECTION 11 . 118.015 (1c):

- (a) “Phonics” means the study of the relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency.
- (b) “Science-based early reading instruction” means instruction that is systematic and explicit and consists of at least all of the following:

1. Phonological awareness, including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation.
2. Phonemic awareness, including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion.
3. Phonics.
4. Building background knowledge.
5. Oral language development.
6. Vocabulary building to develop lexical and morphological knowledge.
7. Instruction in writing.
8. Instruction in comprehension.
9. Reading fluency.



Section 2 Strategic Early Literacy Assessment

HAPA follows the guidelines for Act 20 Early Literacy Instruction in screening, diagnosing, and communicating to caregivers, scholar readiness in all required areas of instruction and more.

Reading Readiness Screeners K4	Parent Care and Communication
<p>Fundamental Skills Screening Assessments are given twice per year.</p> <p>Assessment Name: Pearson aimswebPLUS</p> <ul style="list-style-type: none"> • Phonemic Awareness • Letter-Sound Knowledge <p>Screening windows/dates</p> <ul style="list-style-type: none"> • Fall (September 2025 and following years) • Winter (January 2025 first year only) • Spring (April or May 2025 and following years) 	<ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent twice per year in the fall and spring. • HAPA staff will communicate results at parent teacher conferences and/or another more convenient time. • Parents and caregivers may notify the school of preferred language and mode of communication.
Reading Readiness Screeners K5-3rd	Parent Care and Communication
<p>Universal Screeners are given three times per year to assess the following skills-</p> <p>Assessment Name: Pearson aimswebPLUS</p> <ul style="list-style-type: none"> • Phonemic Awareness • Letter-Sound Knowledge • Alphabetic Knowledge • Decoding • Oral Vocabulary <p>Screening windows/dates</p> <ul style="list-style-type: none"> • Fall (September 2025 and following years) • Winter (January 2025 and following years) • Spring (April or May 2025 and following years) 	<p>Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener.</p> <ul style="list-style-type: none"> • Reports will be sent three times per year - fall, winter, and spring.



Diagnostic Literacy Assessment	Parent Care and Communication
<p>Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver in grades Kindergarten-3rd grade and those with reading plans in grades 4 and 5 within the window provided by the state.</p> <p>The Assessments chosen are determined by the screener results.</p> <p>WI. Act 20 Section 16 118.016 Reading readiness assessments; characteristics of dyslexia. (Sec. 5)</p> <p><i>Inadequate rate of progress.</i> For purposes of determining whether a pupil demonstrates an inadequate rate of progress...</p> <ol style="list-style-type: none"> 1. For a pupil enrolled in 5-year-old kindergarten, nonword or nonsense word fluency and phoneme segmentation fluency. 2. For a pupil enrolled in 1st, 2nd, or 3rd grade, oral reading fluency. <p>Possible Assessments: AimswebPlus, STAR Literacy Assessment, i Ready</p> <p>Diagnostic windows time frames- Diagnostic Assessment will follow the screener and meet state requirements.</p>	<p>Parents and caregivers can expect to receive diagnostic assessment results along with an opportunity to complete a parent survey if their scholar qualifies for the diagnostic assessment.</p> <p><i>Inadequate rate of progress.</i> For purposes of determining whether a pupil demonstrates an inadequate rate of progress under par. (a) 3., a school board or operator of an independent charter school shall determine whether the pupil is likely to demonstrate grade-level skills by the end of the school year by assessing one of the following:</p> <ol style="list-style-type: none"> 1. For a pupil enrolled in 5-year-old kindergarten, nonword or nonsense word fluency and phoneme segmentation fluency. 2. For a pupil enrolled in 1st, 2nd, or 3rd grade, oral reading fluency.



Section 3: Student Interventions and Reports

Interventions: The following evidence-based interventions provide explicit and systematic instruction and are available for students in need of additional support, including students with characteristics of dyslexia:

- Phonics for Reading- K4-5
- Sonday System 1 & Sonday System 2- K4-5
- UFLI- K4-5th Grade
- aimswebPlus skill specific
- Dibels

Intervention skills will be determined by the individual scholar's screener results.

Some of the possible areas to focus intervention and support:

1. Phonological awareness, including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation.
2. Phonemic awareness, including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion.
3. Phonics.
4. Building background knowledge.
5. Oral language development.
6. Vocabulary building to develop lexical and morphological knowledge.
7. Instruction in writing.
8. Instruction in comprehension.
9. Reading fluency.

*Interventions will be aligned to specific student needs and meet the requirements for evidence based instruction in the science of reading.

Progress Monitoring	Parent Care and Communication
<p>Progress Monitoring Tools: aimswebPLUS and iReady</p> <p>Progress monitoring will be completed on a weekly basis for 10 weeks measuring skills identified in Personal Reading Plans (PRP).</p>	<p>Families/caregivers can expect to receive updates about the student's progress every 10 weeks until goals are met.</p>
Personal Reading Plan	Parent Care and Communication
<p>Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan.</p>	<ul style="list-style-type: none"> • The school will communicate with the parent about the PRP plan during parent teacher



<p>This plan includes:</p> <ul style="list-style-type: none"> • a description of the science-based early literacy programming • early literacy assessment data • overall early literacy analysis • student goals and support plan • additional services to accelerate early literacy skills • recommendations for culturally relevant early literacy learning • record of attendance and progress • record of communication with parent/caregiver(s) 	<p>conferences or through meeting and communication opportunities..</p> <ul style="list-style-type: none"> • The school will provide a copy of the Personal Reading Plan (PRP) to families/caregivers <p>-no later than the third Friday -in November (after Fall Screening) or within 10 days of a subsequent screener or diagnostic assessment Fall, Winter, or Spring Screening</p>
Dyslexia and Related Conditions	Parent Care and Communication
<p>The state Dyslexia guidebook includes information on characteristics of Dyslexia and interventions for Dyslexia to inform parents. If a parent or teacher suspects a child to have traits of Dyslexia, the parent or teacher should reach out to the division principal for further guidance and support if parents would like to make a special education referral.</p> <p>Wisconsin Dyslexia Guidebook</p>	<p>Primary Principal K4-2 Mrs. Houa Xiong Email: xiong.houa@myhapa.org PH 414-383-4944</p> <p>Intermediate Principals 3-5 Mr. Luke McAvoy Email: mcavoy.luke@myhapa.org PH 414-797-2222</p>
Exit Criteria	
<p>Exiting a personal reading plan will be indicated by-</p> <ul style="list-style-type: none"> • meeting the goals outlined in the personal reading plan • demonstrating adequate progress in grade-specific skill assessments • demonstrating proficiency in classroom work, and/or demonstrating grade level proficiency on state screening summative assessments. <p>Students transitioning away from a reading plan will be provided continued support.</p> <ul style="list-style-type: none"> • Students' reading skills will continue to be monitored through district wide assessments 	<ul style="list-style-type: none"> • Parents will receive notification if a student qualifies to exit a PRP (Personal Reading Plan) to indicate that the student is no longer testing below the 25% in Early Literacy reading skills. • Parents of students who are entering 4th grade with a PRP will participate in the exit plan agreement. Students in this grade and higher grades must demonstrate grade level proficiency on the Forward Exam in reading.



to ensure that grade level literacy skills are maintained.

- Students with PRPs will need to attend summer school for reading at HAPA or in another program chosen by the parent.

Promotion Policy

[3rd Grade to 4th Grade Promotion Policy](#)

Summer Reading Support

Summer school programs will be made available at HAPA for students who qualify. HAPA recommends parents enroll students in the district or other Wisconsin public school summer school Early Literacy reading programs to meet state requirements for summer school reading when required, if HAPA is not able to provide summer school. Information on HAPA's summer school program will be sent to parents and caregivers by May of the current school year.

Section 4: Family and Community Engagement

Family Notification Policy

Parents or caregivers will be sent the universal screener student report that will show assessment results within 15 days of scoring the screener.

Early literacy skills measured are:

- Beginning sounds (4K, 5K)
- Identifying sounds in words (4K, 5K, 1st)
- Letter Naming (5K)
- Segmenting or breaking words into individual sounds (1st)
- Oral Vocabulary (5K, 1st)
- Oral Reading (1st, 2nd, 3rd)
- Reading Vocabulary (2nd, 3rd)

Additional assessment results will be provided to families whose scholars take the diagnostic assessment and who participate in a Personalized Reading Plan (PRP). Educators will follow up with the parents of scholars who have met intervention requirements and have passed the screening assessment above the 25th percentile or at higher marks to exit scholars from the Personalized Reading Plan.

Family and Community Engagement Strategies

Families and communities are active partners as key collaborators in achieving the goal of literacy success for every learner.



Hmong American Peace Academy includes families/communities in multiple ways:

- Parent-Teacher Conferences (Twice a year)
- Parent/Family/Community Events
- Family Reading Nights
- Family library access through the summer and during select school year events
- IEP Meetings
- PRP meetings outside of parent-teacher conference meetings when beneficial

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Using multiple assessment results (screeners, diagnostics, observations, grade level assessments, etc.), the designated school reading specialist will collaborate with the principals and other early literacy leaders in an annual evaluation of the early literacy curriculum. The assessment data will be used to see what areas of the literacy curriculum students are successfully mastering or developmentally appropriately progressing in. Data sets that consistently show little progress for multiple students, will be used to evaluate gaps or standards that the curriculum may need to evaluate or adjust to improve student support. This information will be used to help inform any supplemental instruction that is needed and be added input for curriculum materials selection.

For questions on assessments or processes, please reach out to your division principal.