

Annual Report

2020-2021



**HMONG COLLEGE
PREP ACADEMY**





FROM THE SUPERINTENDENT

2020-2021 was another great year at Hmong College Prep Academy!.

HCPA was selected as one of the top high schools in the State of Minnesota by US News & World Report magazine.

We are also very proud of the accomplishments of the Class of 2021. **Financial Aid:** The Class of 2021 was awarded **over \$2.1 million dollars** in scholarship and grants, over four years, from the schools to which they were accepted. **Graduation rate:** 93% of the class of 2021 earned their diploma. Our graduates will be attending many highly respected institutions including Tufts University

in Massachusetts, Stanford University, Augsburg University, University of Minnesota-Twin Cities, Minneapolis College of Art and Design, and Macalester College. **Being an HCPA Student for Four Years:** There is no doubt about it...the longer a student is at HCPA, the higher chance to graduate on time. **Top 10 Students:** 100% of top 10 students had been at HCPA since 9th grade and 50% had been in the district since elementary school.

Additional highlights of the 2020-2021 school year included:

Summer School-21: Our goal for summer school was to enrich content driven experiences and high-quality instruction in order to offset learning loss due to COVID-19 and distance learning. I'm thrilled to say our on-site summer school program witnessed record enrollment!

Campus Expansion: The new middle school building and current building renovations continued and are forecasted to be completed by December 2021.

Providing a Safe Campus: To ensure indoor air quality, 53 air particulate detectors (APD) were installed on each rooftop thermal unit. In addition, classrooms and offices were regularly sanitized.

Staff Development: 30 teachers/staff received Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development and Training which develops teachers' content knowledge in the Science of Reading, in order to increase quality of instruction and student achievement.

In closing, please know I am honored, humbled and excited to serve as the Superintendent of Hmong College Prep Academy. I look forward to working with all students and parents to fulfill the promise and potential of our school district.

Dr. Christiana Hang, Superintendent

STUDENT GROWTH

The Measurement of Academic Progress (MAP)

The district measures the academic growth of students in grades K-12 by administering the Measurement of Academic Progress (MAP) test. This national test is an assessment that measures student growth in reading and math. It is administered three times per year (fall, winter and spring for K-2 students; 3-12 grade students take the MAP test in the fall and spring).

MAP testing provides an important, individually based approach to assessing each student's academic progress. MAP data is used for:

- Class placement decisions
- Differentiating instruction
- Creating flexible groupings of students
- Informing intervention strategies

MAP results are also used to monitor district progress and predict performance on MCAs.

Students with an Individualized Education Program (IEP) or 504 plan may be eligible for accommodations. In addition to meeting course credit requirements, students must complete two assessments in order to earn a high school diploma.

*** Data is for the 2018-19 school year.**

Average
Reading
Growth

1 Year

Average
Math
Growth

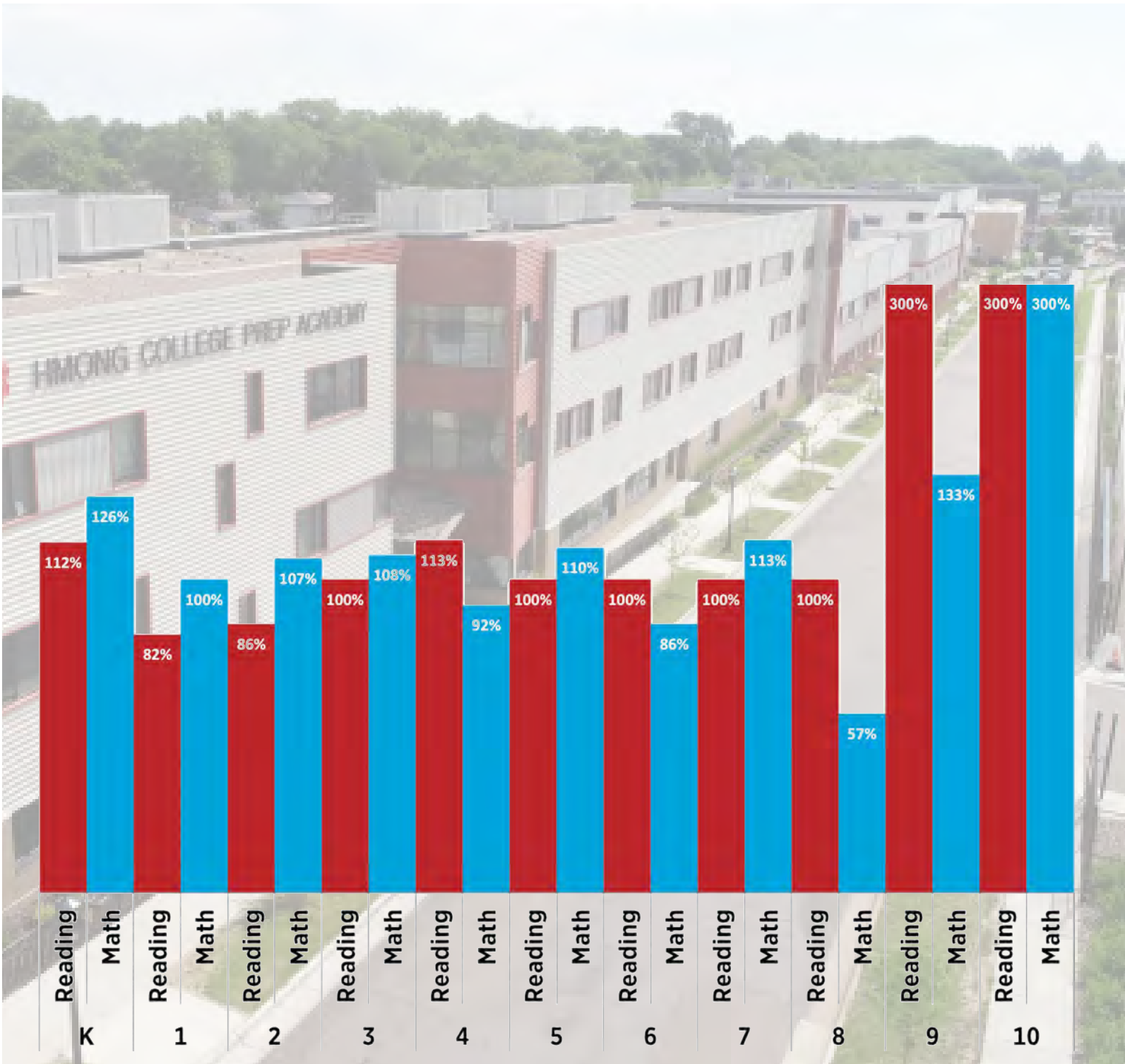
1 Year
2 months

Annually, NWEA provides national normed growth targets for each student. The average annual growth is the sum of all HCPA student MAP growth divided by the expected growth. HCPA students grew 1.19 years in math and 1 year in reading. **Due to COVID 19, MAP testing was not completed for the 2019-2020 and 2020-2021 school years.**

2018-2019 MEASURE OF ACADEMIC PROGRESS (MAP)

Hmong College Prep Academy

(Due to COVID 19, Map testing was not completed for the 2019-20 and 2020-21 school years)



Percent of Expected Growth

National Average: 100% or One-Year Growth

Notes:

- National Average Growth in Reading for 11th and 12th grade is zero. (Since the national average growth is so slight once students achieve higher RIT levels, the average for grade 11 and 12 is zero.)
- The Reading RIT Growth Rate for HCPA 11th grade students was one and four for 12th grade students
- National Average Growth in Math for 11th and 12th grade is two.
- The Math RIT Growth Rate for HCPA 11th grade students was four and three for 12th grade students

MEASURING ACADEMIC PERFORMANCE

HCPA uses a number of tests in an effort to measure its students' academic performance.

State Achievement Testing - MCA's

The Minnesota Comprehensive Assessments (MCA's) are state tests in mathematics, reading and science. During the spring of every year, students are given tests that measure student performance against Minnesota Academic Standards that specify what students should know per their grade level.

MCA results serve a number of purposes:

- To ensure HCPA's curriculum is in alignment with Minnesota Academic Standards in mathematics, reading and science
- Utilize results to improve classroom teaching and address opportunities for future improvement
- Mathematics and reading results are used in federal school accountability standards as well as to check for student mastery of state standards.

Due to COVID 19, MAP testing was not completed for the 2019-2020 and 2020-2021 school years.



Science

proficiency on the
MCA's has increased
8% since 2014

Reading

proficiency on the
MCA's has increased
50% since 2014

Math

proficiency on the
MCA's has increased
16% since 2014



97% of all HCPA Juniors took the ACT Test in 2018-2019

College readiness proficiency levels have increased 76% since 2016

State English Language Learner Testing - Access for ELLS

ACCESS for ELLs - This large-scale test assists the state and HCPA monitor the English language student growth in the domains of listening, speaking, reading and writing. Results are used to inform instructional decisions, curriculum needs and student placement or leveling decisions within our English Learner (EL) program. Any student who qualifies for EL service at HCPA will take ACCESS for ELLs each spring until exiting the program.

Graduation Requirements

In addition to meeting course credit requirements, students at HCPA must complete two assessments in order to earn their high school diploma.

- Seniors must meet or exceed their personal growth goals on the MAP Reading and Math assessment. Goals are provided to students in the fall and must be met during the spring testing session.
- Even if a student met his/her goal in the winter, he/she must maintain or exceed that goal in the spring.
- Seniors must take a college/career readiness assessment (ACT, SAT, ACCUPLACER, or its equivalence).

*Defined as scoring 21 or higher on the ACT. HCPA did not participate in ACT testing due to COVID-19 in 2019-20 and 2020-21.

HIGH EXPECTATIONS & ENRICHMENT

The HCPA Way!

Many of our successes can be attributed to **The HCPA Way**. From strong academics, testing, teaching and curriculum development to career exposure, cultural engagement and, of course, a focus on college, The HCPA Way encompasses everything we do. All aspects of the HCPA Way focus to provide our students with the very best K-12 educational experience!

Key features of The HCPA Way are visible throughout the school day:

- Teaching and Learning
 - A revamped grading policy with a focus on students' mastery of subject material.
 - To support our K-2 students in reading, our teachers have been participating in an innovative professional development program, Language Essentials for Teachers of Reading and Spelling, (LETRS). The program focuses on reading, spelling and related language skills, all in an effort to increase our students' reading proficiency.
- HCPA utilizes a unique coaching model providing an evaluation system that differentiates teacher performance levels and provides feedback for improvement. The program also provides ongoing professional growth that uses student and teacher data to guide improvement, recruitment/retention of effective teachers and the creation of a rewarding work environment that focuses on providing high-quality instruction.
- Data Driven Instruction
 - We have researched and implemented the most effective grade-specific instructional practices
 - Weekly reviews of data and instruction plans to meet the needs of every student
- College and Career Readiness
 - The continued K-12 focus on the concept and reality of attending college
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 - The continued K-12 focus on the concept and reality of attending college
 - K-5th grade students develop personal character-building qualities.
 - 6th-8th grade students learn and utilize study skills that can be applied in all classes.
 - 9th-12th grade high school students utilize opportunities to investigate and develop a plan that meets their future career and college goals.
- Culture and Climate
 - Integration of cultural pride and heritage via the arts, coursework, celebrations and Hmong language instruction
 - Our merit system reinforces our positive learning environment
 - Every school day, our students strive to follow The HCPA Way:
 - Have a positive attitude
 - Attend class every day and be on time
 - Use class time wisely
 - Set high, yet practical, goals for myself
 - Ask questions
 - Be prepared with all supplies present
 - Practice self-discipline
 - Take responsibility for my future success

Follow *The Warrior Code*-respect self, respect others and respect community





COLLEGE LEVEL COURSES

HCPA offers many ways for students to receive college credit while still in high school. This enables students to earn college credit at no charge to themselves or their family.

CIS (College in the Schools)

- Course curriculum set up by the University of Minnesota
- Taught on campus by HCPA teachers
- High School and college credits on HCPA and University of Minnesota transcripts

CIS Courses offered:

- English
- College Algebra

Field Day - attend the University of Minnesota for a day!

- Visit campus
- Attend classes
- Listen to speakers
- Interactive activities

AP (Advanced Placement)

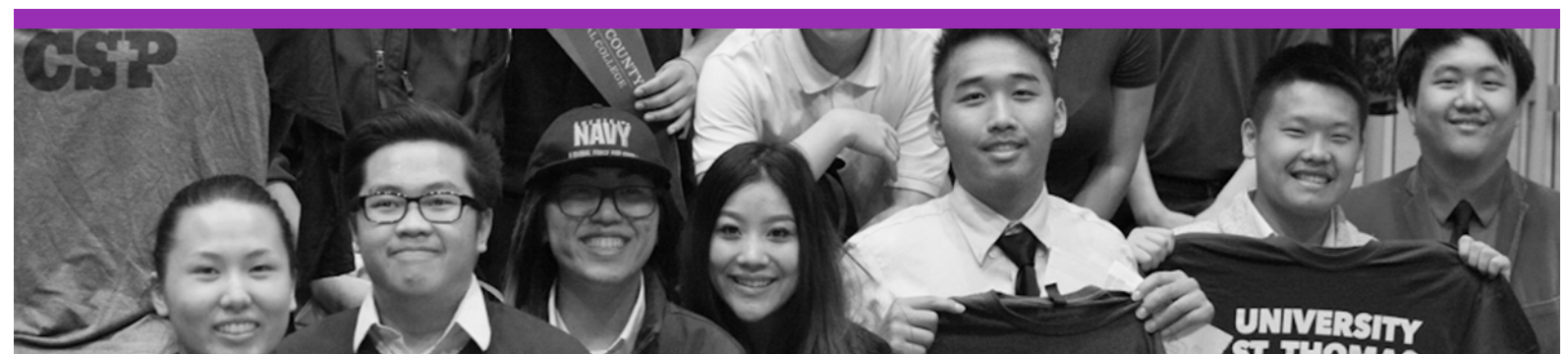
- Students take college level courses at HCPA
- Standardized AP test is taken by the student
- Credit is given by college if student achieves a required score on the exam
- AP courses offered: Art & Design, Calculus AB, Calculus AB Accelerated, Statistics, Computer Science A, Computer Science Principles, Biology, Chemistry, Physics 1, AP Environmental Science, US History, European History

Honors-level courses

- Available for 6-12 grade students in Band, English and Hmong Language
- Explore topics in greater depth and higher speed
- Expands critical thinking skills and prepares students for college level courses

PSEO Post-Secondary Enrollment Options

- High school students attend a Minnesota State College or University
- Student receives both high school and college credit
- Provides a larger variety of courses for students
- Post-Secondary Enrollment Options (PSEO) opportunities were made available to many HCPA students. Participating colleges and universities include Concordia University-St. Paul, St. Paul College, Century College, North Hennepin, Anoka-Ramsey, University of MN-Twin Cities, Bethel University, Hamline University and Northwestern University-St. Paul.





COLLEGE PREP

Hmong College Prep Academy provides additional programming to ensure our graduates and their families are ready to succeed in college.

College Visits

Though the COVID 19 pandemic created many challenges, the school continued its tradition to provide virtual college visits by averaging at least one per day during the fall. Throughout the school year, HCPA students visited many of the country's most noted colleges and universities including The United States Naval Academy, Iowa State, Boston University, Princeton University, and Cornell College. Visits with local and regional institutions also took place including The University of Minnesota-Twin Cities, Augsburg University, and St. Olaf University, as well as a number of community colleges.

Interview Contest

In November 2020, 155 juniors took part in the annual contest. In preparation, each participant was provided a list of 26 standard questions followed by a role-playing interview. 2020 marked the first year that the contest yielded two winners--Leanna Vang and Amanda Hang. Both students indicated that college will be their next step upon completing high school.

VIRTUAL COLLEGE PREP PROGRAMMING

Traditional college-prep events that took place virtually during the 2020-21 school year included:

- FAFSA Night-The online session featured information on the college aid application process. Financial aid officers from various colleges and universities were also on hand to answer questions.
- College Fair-Held in March 2020, this event had students register over the course of three days to connect with colleges as well as take part in evening presentations. Subjects covered included the college application process and applying for financial aid.
- Career Fair-This year's event featured 20-plus professionals representing a number of careers. The turnout was great, and the session featured a number of informative Q&A sessions.





Senior Celebration Day

A video was created to celebrate the accomplishments of each Class of 2021 member, including those students who had been accepted to a college, university or community college. The virtual celebration also featured messages from a number of college counselors who provided special greetings to all graduates.

Awards

HCPA College and Scholarship Manager Toni Marie O’Daniel was the recipient of two major awards during the 2020-21 school year. Ms. O’Daniel was awarded the 2020 Student Service award from the Minnesota Association of College Admission Counselors for her work in making post-secondary education opportunities available to historically underrepresented students. She also received a received a 2020 Counselors That Change Lives award from The Colleges That Change Lives Association, a national group whose mission is to educate students, families, counselors and the public about the accessibility of a quality post-secondary educational experience. In addition, Ms. O’Daniel was a featured presenter at the National Association of College Admission Counselors annual conference.

“What an appropriate honor for Toni Marie!” stated Dr. Christianna Hang. “From college tours to scholarships to assisting students with completing applications...she does an incredible job getting our students ready to take the next step after graduation.”



GRADUATION AND BEYOND...

Hmong College Prep Academy has maintained strong graduation rates*

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
93%	100%	96%	97%	87%

In addition, the overall graduation rate among students enrolled in HCPA from grades 9-12 also demonstrates a strong trend.

2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
93%	100%	99%	97%	93%

Highlights of the 2021 graduating class:

- 53% will be attending college or serving in the military next fall.
- Students were awarded over \$2.1 million dollars in scholarships and grants, over four years, from the schools to which they were accepted.

*HCPA's graduation rate is based on students who are enrolled at any time during their senior year.

HCPA Class of 2021 Top 10 Graduates



Unitas Vang, Pajxong Vang, Hlee Xiong, Jor Chang, Alison, Thao, Madanna Vue, Seenya Yang, Makayla Lor, Sklyer Vue. (Not pictured: Duanci Vang)

2021 HMONG COLLEGE PREP ACADEMY TOP TEN STUDENTS

Students are listed in alphabetical order with their selected college and major:

Jor Chang

Concordia University
Biology

Makayla Lor

Concordia University
Nursing

Alison Thao

Concordia University
Undecided

Duanci Vang

Augsburg University
Accounting

Pajxong Vang

Dougherty Family College/University of St. Thomas
Accounting

Unitas Vang

Macalester College
Education

Madanna Vue

Tufts University
Biomedical Engineering

Sklyer Vue

Augsburg University
Computer Science

Hlee Xiong

Stanford University
Biology

Seenya Yang

University of Minnesota - Twin Cities
Biology and Pre-Dentistry Studies

COLLEGE ADMISSIONS AND MATRICULATIONS 2016-2020

HCPA students were admitted to the following colleges/universities and enrolled in the institutions marked in bold.



Animal Behavior College
Anoka Technical College
Anoka-Ramsey Community College
Augsburg University
Augustana University
Bemidji State University
Bethany Lutheran College
Bethel University
Blackhawk Technical College
Bradley University
Buena Vista University
California Lutheran University
Carroll University (WI)
Carthage College
Century College
Coe College
College of St. Benedict
College of St. Scholastica
Concordia College-Moorhead
Concordia University – St. Paul
Cornell College
Creighton University
Dakota County Technical College
DePaul University
Depauw University
Drake University
Dougherty Family College at UST
Dunwoody College of Technology
Duplicate College -IPR
Fond du Lac Tribal and Community College
Genesee Community College
Grand View University
Gustavus Adolphus College
Hamline University
Hennepin Technical College
Inver Hills Community College
Iowa State University
Itasca Community College
John Carroll University

Kansas State University
Lake Forest College
Lawrence Technological University
Lewis University
Los Angeles Valley College
Luther College
Metropolitan State University
Miami University-Oxford
Milwaukee School of Engineering
Minneapolis College
Minnesota School of Cosmetology
Minnesota State – Fergus Falls
Minnesota State University – Mankato
Minnesota State University – Moorhead
Morningside College
Mount Mercy College
Normandale Community College
North Hennepin Community College
North Arizona University
Northland College
Northland Community and Technical College
Northwestern College
Northwestern Health and Sciences University
Norwich University
Rainy River Community College
Rasmussen Business College
Rensselaer Polytechnic University
Ridgewater College
Ripon College
Riverland Community College
Rochester Community & Technical College
Saint Cloud State University
Saint John's University
Saint Mary's College
St. Mary's University of Minnesota
Saint Michael's College
Saint Paul College
Saint Xavier University
Simpson College

Southwest Minnesota State University
St. Catherine University
St. Cloud University
St. Cloud Technical and Community College
Saint John's University
St. Norbert College
Stanford University
United States Army
United States National Guard
University of Colorado-Boulder
University of Honolulu
University of Idaho
University of Illinois at Chicago
University of Iowa
University of Kansas
University of Minnesota – Crookston
University of Minnesota – Duluth
University of Minnesota – Morris
University of Minnesota-Rochester
University of Minnesota – Twin Cities
University of San Francisco
University of Sioux Falls
University of St. Thomas
University of Wisconsin – Eau Claire
University of Wisconsin – Green Bay
University of Wisconsin – Milwaukee
University of Wisconsin – Oshkosh
University of Wisconsin – Parkside
University of Wisconsin – River Falls
University of Wisconsin - Stout
University of Wisconsin-Superior
University of Northwestern – St.Paul
Vermillion University
Viterbo University
Wartburg College
Western Colorado University
Winona State University
Xavier University

AWARDS AND RECOGNITIONS

SPORTS

Boys' Soccer

The boys' soccer team finished in the middle of the Eastern Minnesota Athletic Conference, a season that included a number of close losses. The team did peak for the playoffs and registered the school's first playoff win in a number of years. Junior Dylan Moua was the recipient of the Minnesota State High School League's Most Valuable Teammate Award. He and his brother Nathan received all-conference honors, combined for 15 goals, and finished amongst the top scorers in the conference.

Girls' Soccer

Girls' soccer was cancelled for the 2020 season due to low participation numbers. HCPA entered into a partnership with Academy for Science and Agriculture (AFSA) girls' soccer and basketball. Under the partnership, both teams will combine and compete under HCPA's name and uniform.

Girls' Volleyball

The 2020 season was a rebuilding year for the Warriors. Highlights included an exciting 3-2 win over Twin Cities Academy/Great River.

Girls' Badminton

The girls' badminton team had a successful spring season. Pazong Yang (11th), April Yang (10th), Melanie Xiong (7th) made the Minnesota State Badminton Tournament. Furthermore, Melanie was the tourney's youngest participant. With a number of younger players, things are looking very good for the team's future.

Boys' Volleyball

Spring, 2021 marked the Warrior's third season as a participant in the Minnesota Boys' High School Volleyball Association. The team finished with a 5-7 overall and 4-4 division record. The team featured ten members. Senior Sufang Vang and junior Cory Yang each had a strong season as well as served as leaders for their younger teammates.

Impact of COVID-19 On HCPA Sports Programs

The pandemic caused the shortening of the girls' volleyball, badminton and boys' soccer seasons. In addition, boys' and girls' basketball, middle school sports and the running club were cancelled. Stated HCPA AD Sam Malone, "The physical nature of the sport, the higher numbers of players, as well as the safety of the family members of the students all contributed to us deciding to err on the side of caution and put off the season. At HCPA, the safety of our student/athletes and their families will always come first."





ACTIVITIES

Bass Fishing Club

The 2021 season for the HCPA Bass Fishing Team was a great success. In the team's first two tournaments in the school's history, three Warrior teams finished in the top ten. At the Prior Lake Tournament, junior Timothy Vang and 2021 graduate Alvin Yang led the team with a fourth-place finish. 2021 grads Simon Hang and Andrew Yang (sixth place), junior Kylie Thao and sophomore Landyn Cha (ninth place), and seniors Chimu Vang and Ethan Vue (fourteenth place) rounded out team performances. At the Lake Waconia Tournament, seniors Chimu Vang and Ethan Vue took third place with a 15.11 lb. total, edging out fourth-place finishers and teammates junior Kylie Thao and sophomore Landyn Cha by one and a half pounds. Class of 2021 graduate Alvin Yang took tournament "big fish" honors with a 4.33 lb. lunker. Yang, along with teammate junior Timothy Vang, took seventh place. 2021 graduates Simon Hang and Andrew Yang finished in fourteenth place to round out the Warrior's performance.

eSports

With over 3,100 schools fielding well over 100,000 players, electronic sports (eSports) is one of the fastest growing high school activities in the United States. In 2020-21, 12 students took part in HCPA's inaugural eSports team and competed in League of Legends, a game that requires teams of five players to work together to take on different objectives. Stated HCPA eSports faculty advisor Michael Seitz, "It's a game that requires player coordination and a level of problem solving you don't see in many other competitive activities and sports."

Band and Choir

HCPA's music program featured three bands (beginning, intermediate and honors) and two choirs (middle school and concert). 128 students in grades 6-12 were involved in performing ensembles (82 band, 46 choir). The program presented a winter and spring virtual performance.





Hmong College Prep Academy

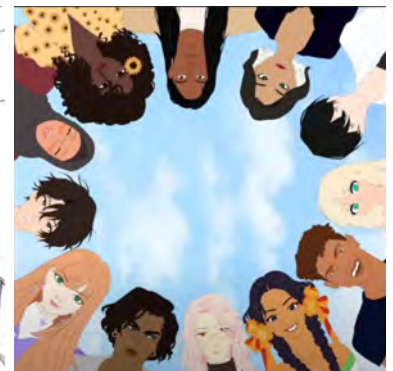
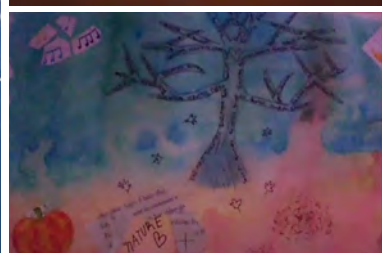
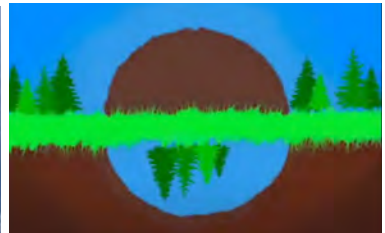


Artwork by HCPA 2nd Grader Nevaeh Lee

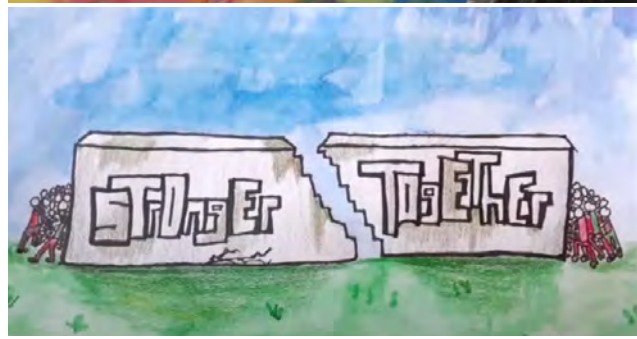
ART

The arts continue to be a major component of the HCPA experience.

- As it has been for well over a decade, the school hosted a student art contest with the winners' works being used for the school's annual summer postcard direct mail campaign. 2nd grader Nevaeh Lee, 5th grader Ku Hser Paw, and 10th grader Yuna Vue took top honors.
- The school hosted The Warrior Showcase, a livestreamed arts-focused event that featured the works of elementary, middle and high school artists as well as performances from:
 - Kindergarten, 1st, and 2nd grade musicians
 - 3rd, 4th and 5th grade musicians
 - Beginning Band
 - Intermediate Band
 - Honors Band
 - Middle School Choir
 - Concert Choir
- Student artwork was also featured on banners surrounding the new middle school construction site.



Artwork by HCPA 5th Grader Ku Hser Paw





STRONGER
TOGETHER.

INNOVATION-Phase V Construction

In the fall of 2020, HCPA began a major campus construction project, the fifth in school history. The approximate \$25 million project features a new, 72,000 plus square-foot middle school that includes 48 new classrooms, gymnasium, and state-of-the-art robotics lab. A skyway will also be constructed connecting the new school to the main campus to ensure students will no longer have to cross Brewster Street or be exposed to the elements. Our current building underwent many exciting renovations including a large student common area, updated office space, and an expanded lunchroom. In addition, a large play area will be created featuring a large play structure and plenty of green space for students to be physically active.

HCPA's Phase V Construction Project is set to be completed by December 2021.





HCPA: A CULTURE OF LEARNING THROUGH TECHNOLOGY

“We have to keep up with the latest technology if we’re going to stay on the leading edge of education,” stated HCPA Superintendent Dr. Christianna Hang. “There are very few, if any at all, professions that do not utilize computers, tablets or other technological resources. If we don’t expose our students on a daily basis to technological resources, we’re not preparing them for success after they graduate—be it in the working world or college.”

HCPA provides its students access to technology through the following programs and resources.

Students are provided the following:

- K-2 – Apple iPads
- 3-12 – Google Chromebooks

Student Internet Access

- HCPA features a wireless Internet system that provides seamless Internet delivery to the entire campus.
- To ensure the delivery of educational programming during COVID-19, families who did not have at-home Internet access could rent a hot spot.
- In spring 2021, HCPA purchased a subscription to EPIC, a technology platform that permits lectures and in-class discussions to be live streamed to students who are unable to attend face-to-face classes.





COMMUNICATION AND INNOVATION

To ensure smooth communications with its various stakeholders, HCPA utilizes a number of technology-based tools.

Schoology

- Schoology is a powerful, state-of-the-art communication and learning management system that allows students and teachers to collaborate on assignments, share resources and manage grades. This platform is used in grades 3-5.

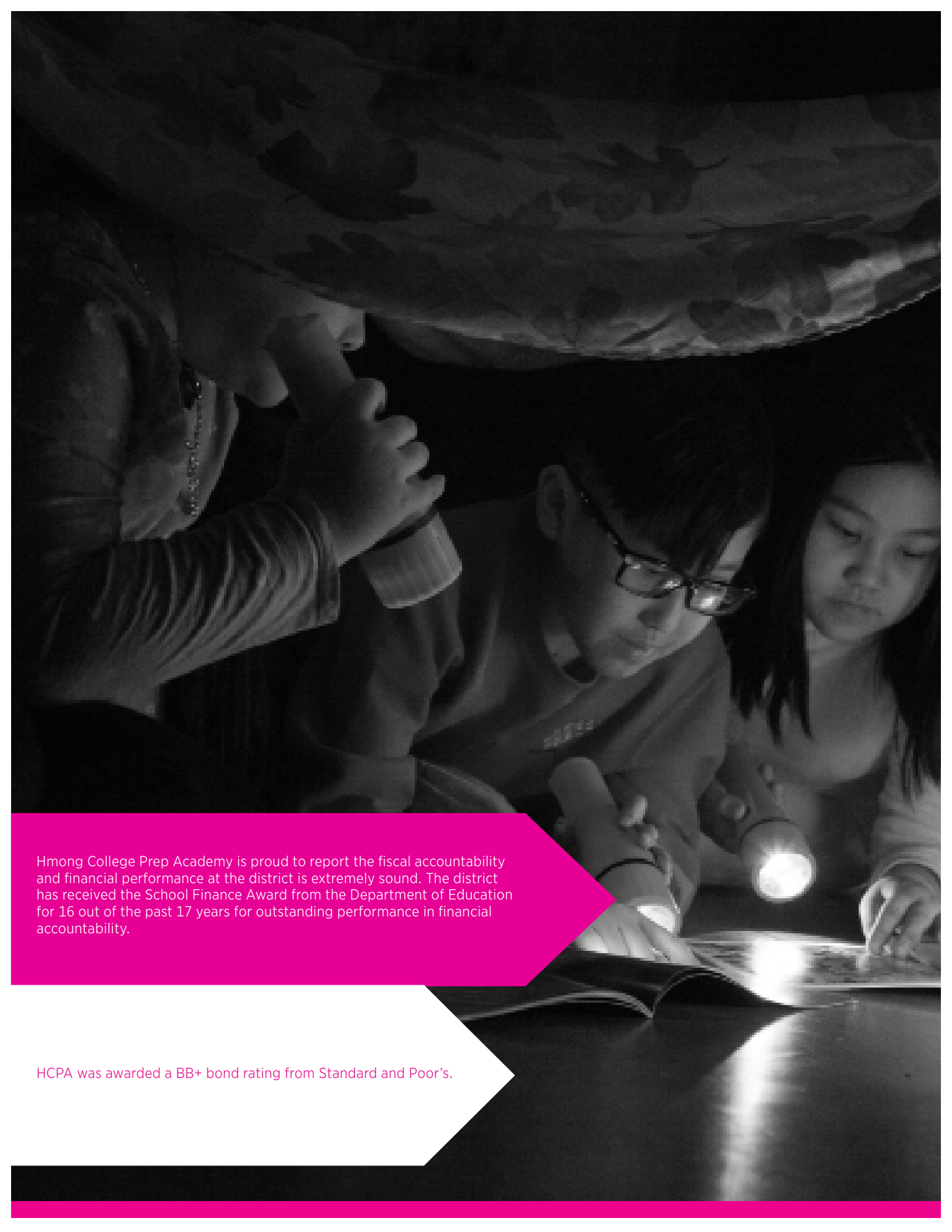
SeeSaw

- Seesaw is a classroom app used in over 75% of schools in the US and over 150 countries. This exciting education learning platform keeps students engaged and connected in class, distance learning, and development. SeeSaw is used in grades K-2.

Other New Programs and Resources

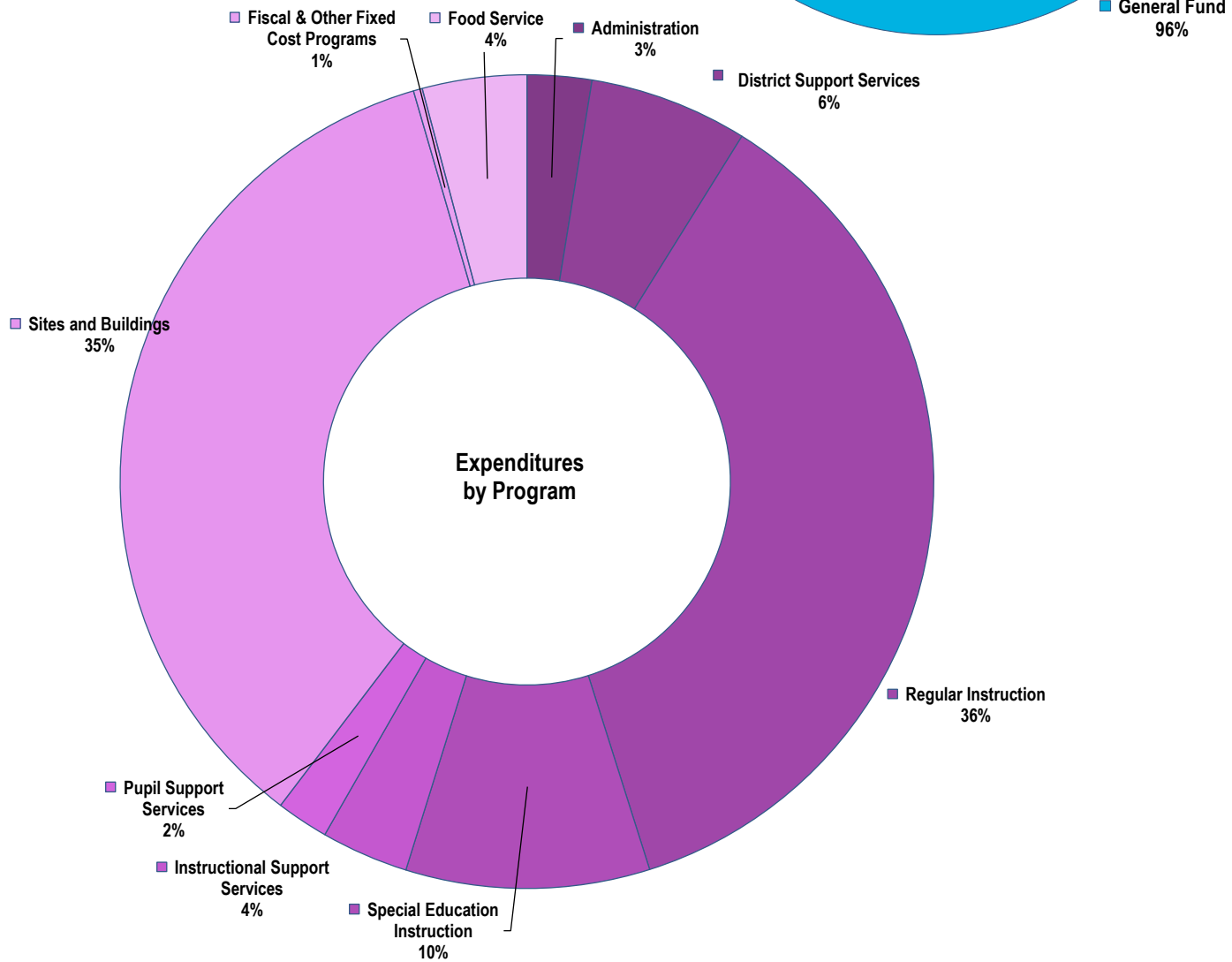
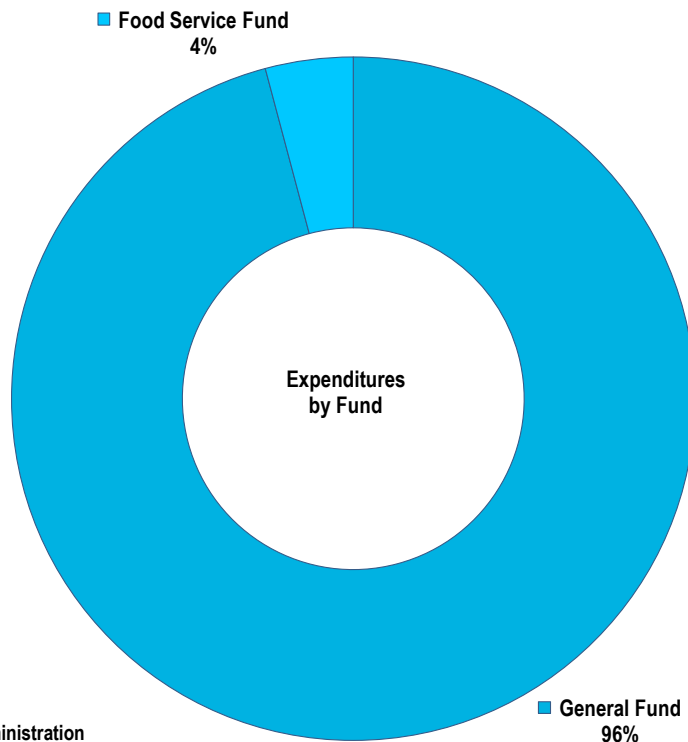
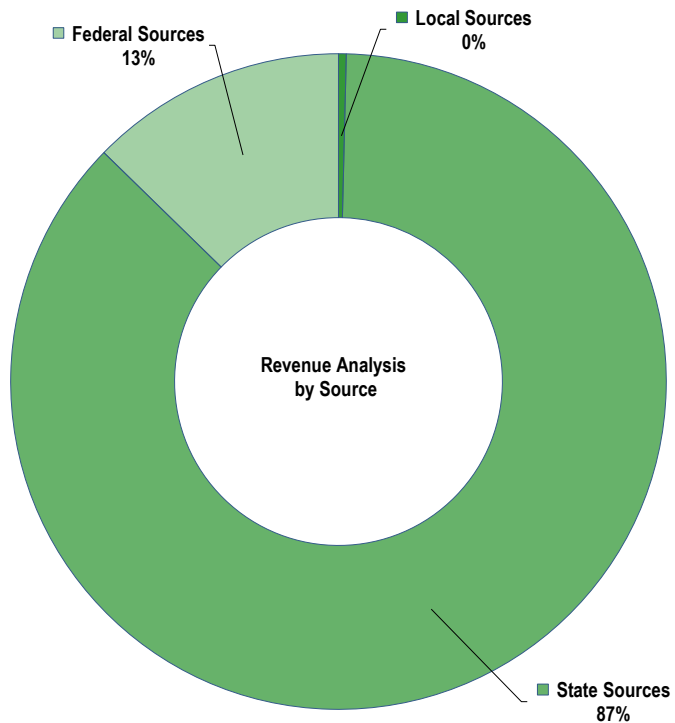
- Zoom-The industry's leading provider of remote and hybrid learning video conferencing tools.
- Kami-The world's #1 digital classroom tool that allows teachers to create, send, and grade assignments in synch with online learning management systems including Google Classroom, Schoology, and SeeSaw.
- ClassKick-This app permits teachers view their students' progress and provide feedback in real-time.
- Screencastify-Used in over 70% of US school districts, this app allows teachers to create video for any learning environment, and assess student's completion and comprehension of video assignments.





Hmong College Prep Academy is proud to report the fiscal accountability and financial performance at the district is extremely sound. The district has received the School Finance Award from the Department of Education for 16 out of the past 17 years for outstanding performance in financial accountability.

HCPA was awarded a BB+ bond rating from Standard and Poor's.





DISTRICT PROFILE

Geography

Hmong College Prep Academy serves the needs of its students, their families, and the community residing in the Twin Cities Metro Area.

Mission

Hmong College Prep Academy's mission is to provide the best integrated, challenging, and well-rounded educational experience to students in grades K-12.

HCPA will accomplish its mission at all grade levels by adhering to its core values:

The Warrior Way

Warriors at Hmong College Prep Academy embody a growth mindset that fosters the development of discovery and perseverance throughout their lives. Warriors follow the Warrior Code to demonstrate how they Respect Self, Respect Others, and Respect their Community.

Strong Relationships and Connections

Hmong College Prep Academy provides a safe learning environment where relationships are fostered to build connections based on mutual trust between students, staff, and the community.

Commitment to Excellence

Through a student-centered mindset, Hmong College Prep Academy welcomes challenging opportunities that promote investigation, hands on learning, and independence to grow a community of learners.

College and Career Readiness

Hmong College Prep Academy Warriors consistently engage with college and career exploration that focuses on the social and emotional development of the whole child. The moral development and academic rigor of the college and career focus prepares the Warriors to look beyond the K-12 environment.

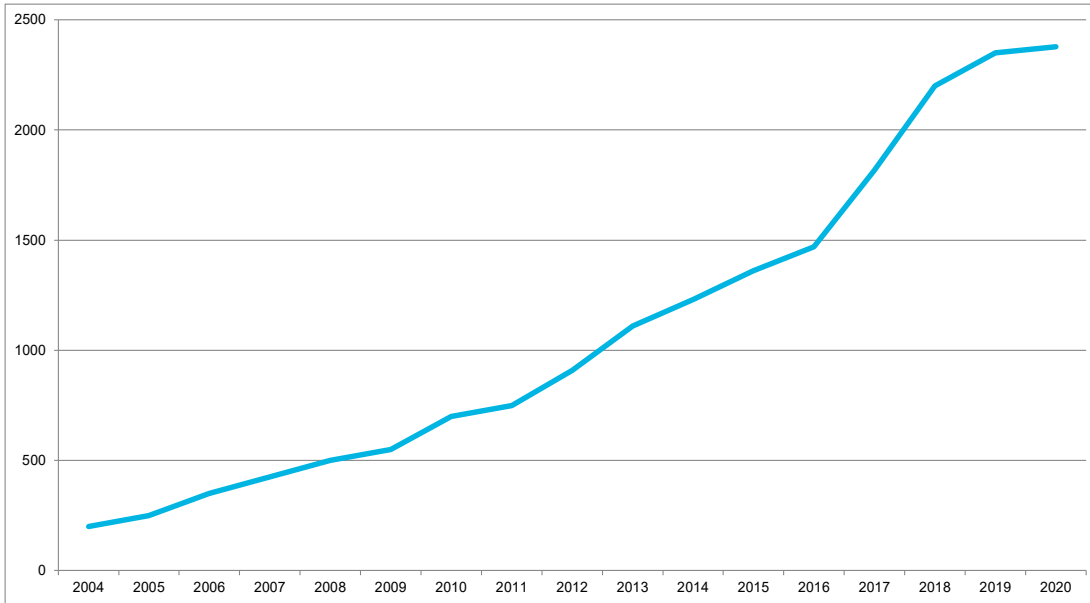
Global Perspective

Warriors embark on a mission to discover the world around them. Through curiosity and exploration Warriors become aware of the global impact of their decisions, taking on new information with an open and engaged mind, instilling lifelong learning.

Vision

HCPA Graduates will be rich in the experiences, culture, knowledge and pride and ready for the challenges of college and beyond.

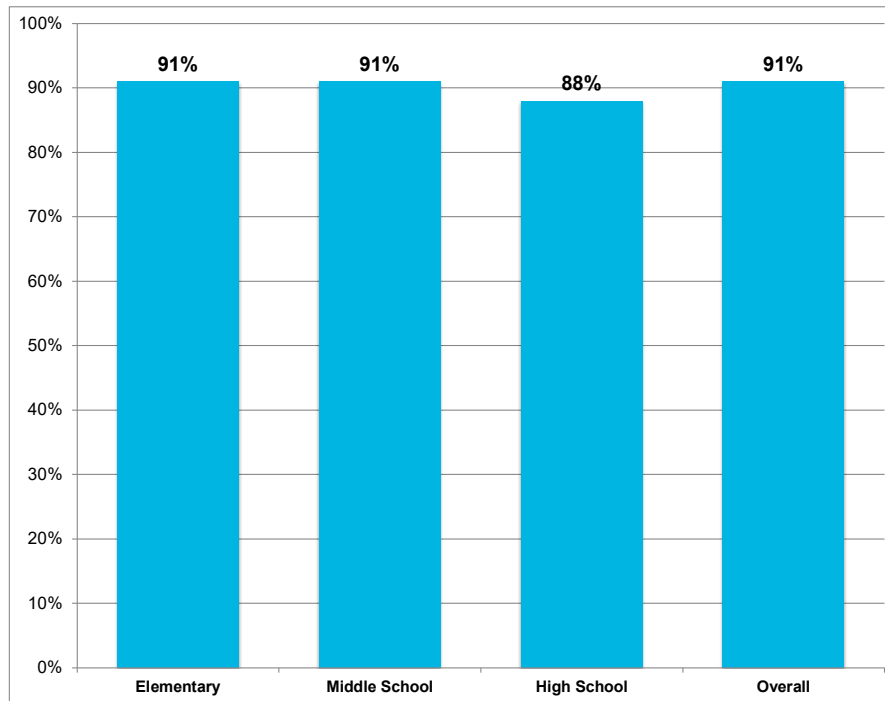
Student Enrollment Growth



Student Enrollment Analysis

	2020-2021	vs. 2019-2020	2019-2020	vs. 2018-2019
Elementary	1,049	-5%	1,106	8%
Middle School	644	5%	612	1%
High School	685	8%	632	9%
Total	2,378	1%	2,350	6%

Student Retention Rates



Enrollment By Special Population

English Learner	32.8%
Special Education	10.2%
Free/Reduced Price Lunch	79.4%
Homeless	0.0%



HCPA 2020-2021 Staff Profile:

Teachers	72%
Other Licensed Professionals	5%
Paraprofessionals	10%
Administrators	2%
Other Staff-Including Non-Licensed Staff	11%

Teachers' Professional Qualifications:

Degree	
Bachelor's Degree	62%
Master's Degree	36%
Doctorate	2%
Years of Experience	
Less than 3 Years	30%
3-10 Years	50%
More than 10 Years	21%
Licensure Compliance	
Licensed	96%
With Special Permission	4%





DISTRICT PARTNERSHIPS

Over its 16-year history, Hmong College Prep Academy has initiated and developed a number of key partnerships.

Collegiate Partnerships

HCPA has created partnerships with colleges and universities to benefit its students by furthering their career and college readiness and enriching their overall academic experience. 2020-21 collegiate partnership activities included:

Bethel University serves as HCPA's Authorizer as well as guidance and resources in the areas of K-12 practicum student placement, professional development opportunities and support to the school's governing board and school administration.

University of Minnesota - Twin Cities – partnered with HCPA to offer CIS classes in English and college algebra.

Vanderbilt University – For a second year in a row, Madanna Vue was selected from a field of 400+ applicants to take part in Aspirnaut, an intense six-week science boot camp sponsored by Vanderbilt University Medical Center. She, along with other participants, conducted their own research on projects involving diabetes, cancer or regenerative biology.

The Posse Foundation – HCPA was approved by The Posse Foundation to be a designated student nominator of the nonprofit's prestigious Posse Program High School Network.

Located in New York, the Posse Foundation prepares talented high school students to be future leaders. The Foundation also partners with 67 of the country's top colleges to provide full-tuition scholarships, mentoring, and other support to their student participants.

Awarded Grants

CARES Grant – HCPA received funding from the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Funds from the grant were used in a wide variety of ways including:

- PPE equipment and supplies
- 53 new air particulate detectors which were placed on the school roof
- School sanitizing services and products
- Planning for and providing in-person or online summer and after-school programs
- School meals
- Mental health services
- Internet and technology to enhance distance learning
- Additional services for special needs students

The Minnesota Department of Natural Resources, MN DNR, through their No Child Left Inside Grant Program awarded the HCPA Bass Fishing Team \$5,000 for organizational start-up costs. The grant program aims to support and increase efforts to expand programming that connects youth to the outdoors.

Community Partnerships

HCPA worked with several professional and nonprofit organizations during 2020-21; the results mutually benefiting all stakeholders. Highlights of Hmong College Prep Academy's community partnerships included:

Minnesota Department of Education – HCPA partnered with MDE on The Language Essentials for Teachers of Reading and Spelling (LETRS) Program, an innovative development course for instructors of reading, spelling and related language skills. The program addresses systems of language underlying literacy, including phonology, orthography, semantics, syntax, discourse and pragmatics. HCPA was chosen along with several Twin Cities schools to implement the LETRS Program at no cost to the school.

HCPA Bass Fishing Team – The fishing team received a tremendous amount of support for their first full year on the water. A number of noted tackle manufacturers served as team sponsors including Seaguar, Hogmaster, 10-4 Tackle, KMDA, Blackfish, Swagger Tungsten, Marine General, Season Tackle, Minnesota Pollution Control Agency, Modern Jiggin', GotMBaits, and Gary Yamamoto Custom Baits. Monetary donations came from Dick's Sporting Goods, Cabela's and community members.

Vega Productions – A regular collaborator with HCPA's music education program, the Twin-Cities-based nonprofit has provided the school with well over 50 refurbished musical instruments since 2015. In 2021, Vega continued their support with a donation of a tuba worth over \$7,000.

Awards

US News and World Report – Hmong College Prep Academy was selected as one of the top high schools in the State of Minnesota by US News & World Report Magazine. The publication, in partnership with global nonprofit social science research company RIT International, reviewed six criteria in conducting their analysis-college readiness (30%), math and reading proficiency (20%), underserved student performance (10%), college curriculum breadth (10%) and graduation rate (10%).

The Harvard Club of Minnesota Foundation – The local foundation of this prestigious and world-renowned university contributed \$4,400 to acknowledge HCPA's efforts in "making a difference in supporting young people to prepare for college."

Minnesota State High School League – Boys' Soccer Team member Dylan Moua was selected as the recipient of the Minnesota State High School League Most Valuable Teammate award for the 2020 season.

Tufts University – Madanna Vue was accepted into Tufts University's Best Scholars program which permitted her to take part in a one-month summer program in which she enrolled in calculus one and physics.

Hmong College Prep Academy School Board

Ms. Crystal Robideau, Board Chair, Teacher Seat A
Mr. Jason Helgemoe, Board Vice Chair, Community Seat B
Ms. Christy YongVang, Board Treasurer, Parent Seat C
Mr. Vue Thaow, Board Member, Parent/Community Seat D
Mr. Jonathan Krowne, Board Member, Parent/Community Seat E
Mr. Fue Vue, Board Secretary, Parent/Community Seat F
Ms. Maisian Schuing, Board Member, Parent/Community Seat G
Ms. Heather Ross, Bethel University Authorizer-Authorizer Charter Liaison

All board members have completed background checks, are not related to one another and are in compliance with State Board Member Training Requirements per MN Statutes 124.07, Subd.7.

HCPA Board: Epicenter Reporting

- Per our Bethel University charter, HCPA is required to regularly create and submit documentation regarding board governance, school compliance activities, operations, and legal functions to the web-based organization reporting platform Epicenter.
- Goal: Achieve a minimum of 90% in terms of required document completion, on-time, and accuracy,
- During the 2020-2021 school year, HCPA achieved the following Epicenter reporting results:
 - Percent of required documents submitted: 100% (67/67)
 - Submitted on-time: 93%
 - Accurate: 100%
 - Status complete: 100%

All Hmong College Prep Academy, board members have successfully completed Minnesota Charter School Board Training endorsed by the Minnesota Association of Charter Schools in the areas of:

- Oversight of Employment Matters
- Oversight of Finance Matters
- Board Governance



Credits: Graduation photos-James Netz; 2020-21 design updates-Marta Hladysz





Hmong College Prep Academy 2020-21 Annual Report Appendix A 2021-22 Continuous Improvement Plan

Mission and Vision:

Hmong College Prep Academy's mission is to provide the best integrated, challenging, and well-rounded educational experience to students in grades K-12.

HCPA will accomplish its mission at all grade levels via adhering to its core values:

Warrior Way

Warriors at Hmong College Prep Academy embody a growth mindset that fosters the development of discovery and perseverance throughout their lives. Warriors follow the Warrior Code to demonstrate how they Respect Self, Respect Others, and Respect their Community.

Relationships and Connections

Hmong College Prep Academy provides a safe learning environment where relationships are fostered to build connections based on mutual trust between students, staff, and the community.

Commitment to Excellence

Through a student-centered mindset, Hmong College Prep Academy welcomes challenging opportunities that promote investigation, hands-on learning, and independence to grow a community of learners.

College and Career

Hmong College Prep Academy Warriors consistently engage with college and career exploration that focuses on the social and emotional development of the whole child. The moral development and academic rigor of the college and career focus prepares the Warriors to look beyond the K-12 environment.

Global Perspective

Warriors embark on a mission to discover the world around them. Through curiosity and exploration Warriors become aware of the global impact of their decisions, taking on new information with an open and engaged mind, instilling lifelong learning.

The result:

HCPA graduates will be rich in experiences, culture, knowledge & pride and ready for the challenges of college and beyond.

Broad School-Wide Improvement Plan (SWIP) Goals:

- **Goal 1:** Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students
- **Goal 2:** Increase the effectiveness and efficiency of ELL programming in K-12
- **Goal 3:** Increase the effectiveness and efficiency of Intervention Programs
- **Goal 4:** Implement structures to prepare all students for college and career readiness
- **Goal 5:** Design and implement programs for parent involvement in HCPA schools

HCPA District Goals

1. Increase MCA Proficiency Rates for Math and Reading by 13% over 2018-19 baseline.
2. HCPA ELL learner's average progress toward target, as defined by MDE, will meet, or exceed the statewide average.
3. Exceed 75% of key metrics (proficiency, attendance, grad rates) of surrounding schools with similar FRP (greater than 70%), ELL (ES greater than 30%; MS/HS greater than 20%) and students of color (greater than 70%)
4. Maintain annual consistent attendance, as defined by MDE, of 87% or greater.

HCPA Elementary School Goals

1. 100% of all K-2 students who are designated as high risk in reading, based on Fastbridge Fall assessments will receive intervention services. These additional services will result in a 20% decrease of the identified at risk population.
2. 70% of all elementary students will show "typical" or "aggressive" growth in reading and math as defined by Fastbridge.
3. Annually 10% of the elementary ELL population will exit the ELL program by achieving language proficiency. MDE defines proficiency by achieving a composite score of 4.5 and a minimum of 3.5 in at least three of four domains on ACCESS for ELLs.

Continuous Improvement Plan - Elementary

2020-2021 Actions and Next Steps

Corresponding SIP Goal(s):

Work to Train and Support Instructional Staff in Best Practices Around the Science of Reading

- **Key issues identified from annual performance data and local assessments:** Proficiency in literacy is a concern across K-5. Specifically, our K-2 students are not proficient in foundational literacy skills as they transition into 3rd grade, resulting in widening academic gaps as students progress through elementary school. Most HCPA students start school without having attended early childhood opportunities and are significantly behind national norms for the beginning of kindergarten.

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).

- In the summer of 2020, we were able to send three elementary team members to participate in a training held by the Minnesota Department of Education and Voyager Sopris to become a LETRS (Language Essentials for Teachers of Reading and Spelling) certified facilitator. Through this intense training and ongoing professional development, trained facilitators are able to deliver LETRS professional learning within the school.
- During the 2020-2021 school year, HCPA facilitated LETRS (Language Essentials for Teachers of Reading and Spelling) professional development in the area of science based teaching of reading for all ELL and classroom teachers in grades K-2 as well as a cohort of team members and team leads in grades 4 and 5. This year-long program included weekly meetings to discuss data, high-quality and systematic instruction, professional readings, and student case studies. In all, 30 elementary teachers participated.
- In addition to professional development, all K-2 teachers and intervention specialists received ongoing coaching from an elementary instructional coach on applying the concepts learned within the science of reading within the classroom. This coaching focused primarily on phonological and phonemic awareness as this is the foundation for learning to read and spell. 100% of K-2 teachers and interventional specialists received this coaching, which included classroom observations and individualized support, during the 2020-2021 school year.
- After receiving this intensive LETRS Professional Development and Training, teachers were observed implementing the practices they learned through LETRS when teaching students Phonological Awareness.
 - The average fidelity of instruction was 70%
 - 15 teachers reached fidelity (80%+) with PD and training alone
 - 19 teachers received coaching and all teachers raised their fidelity score to above 75%
 - Final Fidelity Average for all teachers = 80%
- 100% of elementary teachers who participated in the course were able to complete the entire year-long training and achieved 100+ CEUs focused on instruction in the science of reading.

This training has led our team of teachers to update their capacity to identify, sequence and integrate evidence-based instruction in oral language, phonemic awareness, decoding, spelling, fluency, vocabulary, comprehension and writing. These components support the science of reading and were recommended by the 2001 National Reading Panel appointed by the US Congress. The knowledge from LETRS has provided a missing gap to our MTSS system by giving our team structures and protocols to better meet the needs of our students.

Our LETRS cohort works closely with MDE as we are part of the pilot group to go through LETRS. Our work led to the evidence needed to develop HF 288 (Edelson) and SF 244 (Chamberlain), legislation appropriating funding to provide grants to teachers to complete the Language Essential for Teachers of Reading and Spelling (LETRS) program, which was approved by the Governor in the MN 2021 Legislative Session.

In addition, LETRS is listed in [Minnesota's State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund](#) as a high-quality research-based support to meet the needs of all students.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

Goal 2: Increase the effectiveness and efficiency of ELL programming in K-12

Goal 3: Increase the effectiveness and efficiency of Intervention Programs

- For the upcoming 2021-2022 school year, our next cohort of all 3-5 grade ELL and homeroom teachers and all K-5 special education teachers will be participating in LETRS professional development training for Units 1-4. We are also facilitating this training for a small cohort of new HCPA employees in grades K-2 who were recently hired or moved grade levels. Additionally, based on staff interest, we have a cohort of K-5 teachers opt to participate in LETRS training for Units 5-8 ahead of the rest of their team. This will be in addition to their regular professional learning community meetings (PLCs). With this learning, we aim to utilize teacher input and feedback to help guide decisions around curriculum in K-5 in the coming years.

To help support this training growth, HCPA elementary was able to send two additional elementary staff members (Special Education Instructional Coach and ELL Coordinator) to become a trained LETRS facilitator in Units 1-4 as well as one team member to become trained as a facilitator in Units 5-8 in August 2021.

- Coaching plans for the 2021-2022 school year include continuing to coach with K-2 teachers and intervention specialists, transitioning to focus on phonics. As 3-5 teachers progress through Units 1-4, coaching support in the classroom will also begin, specifically focused on the area of phonological and phonemic awareness instruction.

Implement Structures to Provide Strong Tiers of Support Within All Levels of Our MTSS (Multi-Tiered System of Support)

- Recognizing the need for a strong Tier 1 curriculum for phonemic awareness in K-2, we expanded our use of the Heggerty curriculum and provided training for all K-2 teachers in August 2020. Phonemic awareness instructional blocks were also designated within all schedules K-2.
- With the high concentration of lower proficiency ELL students in 1st and 2nd grade, ELL teachers were aligned to co-teach in three classes within each grade. Monthly meetings and check-ins on coteaching best practices were provided for all co-teaching partnerships.
- ELL teachers and special education teachers were aligned to work with single grade levels when possible to allow teams to more deeply and holistically collaborate to provide scaffolds and student support.
- Intervention specialists were concentrated in K-2 to provide more student support in foundational reading skills and to remediate before they reach the higher grades.
- PLCs for teachers focused on student data and needs related to the science of reading and adapting the instruction to distance learning.
- During 2020-2021 and during the summer of 2021, the Elementary Leadership Team also worked to define flowcharts and specifics of our interworking teams to ensure clarity at the start of the 2021-2022 school year.
- For the upcoming 2021-2022 school year returning back to in person, intervention schedules have been aligned to provide additional support to students in all of K-5 during every grade level's targeted instruction block. ELL teachers continue to co-teach in grades 1 and 2. Based on student data, Tier 1 Phonemic Awareness instruction has additionally been built into third grade schedules and training was provided to teachers during August workshops.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

Goal 2: Increase the effectiveness and efficiency of ELL programming in K-12

Goal 3: Increase the effectiveness and efficiency of Intervention Programs

- K-12, we frequently sought input from students, families and staff about reopening plans during the 2020-21 school year. Throughout the year, feedback consistently showed strong preference to maintain distance learning. However, there also maintained a small group of parent interest to provide onsite for those who need it most.
- Based on state developments and stakeholder interest, our elementary school opened after Spring Break to in-person learning. Approximately 30% of our K-5 student population opted to return at that time. Summer school was also in person and had record enrollment. Summer school duration was extended several weeks and more hands-on learning opportunities and field trips were created to help re-engage and connect students with school.
- For the 2021-2022, we are offering a limited Online Learning Program based on parent request. Students will have a case manager who will monitor grades and make sure students receive support to be successful. For students learning in-person, teachers maintain regular contact with families in order to promote a strong school/home connection and to support student learning.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

Goal 5: Design and implement programs for parent involvement in HCPA schools

Implement Structures to Provide Strong Tiers of Support Within all Levels of MTSS (Multi-Tiered System of Support) - Social Emotional Learning and Behavior

- Beginning in August 2020, a "Warrior Way" Team was established to help create resources and facilitate student learning opportunities in the K-5 focused on social emotional learning, character development, and college and career readiness through the College Prep block in all K-5 schedules.
- PBIS structures were adapted for distance learning during the 2020-2021 school year.
- In August 2020, professional development was provided on digital citizenship, social-emotional learning, and trauma informed practices for teachers. This was ongoing throughout the 2020-2021 school year.
- Looking ahead to the 2021-2022 school year, August workshops built on these conversations and included sessions on equity, diversity, and inclusion topics. These conversations are set to continue through other professional development opportunities during the school year.
- The Warrior Way Team is also continuing their work in supporting student character development and social emotional learning while adjusting to our return to in-person learning.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

Goal 4: Implement structures to prepare all students for college and career readiness

Technology/Resources

- To help support with learning and academic growth both onsite and in distance learning, iPads were purchased for all students in K-2 during the summer of 2020. Seesaw was also added as a learning platform for all K-2 students.
- HCPA purchased the Epic System, a technology platform that broadcasts live instruction to students who cannot be learning at school, to be available for use starting in spring of 2021.
- All above systems have been established for continued use during the 2021-2022 school year.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

Assessing Student Learning - Measuring Goals

- Assessment opportunities were greatly impacted by COVID-19 during the 2020-2021 school year. Nearly all FastBridge assessments were done remotely with students with the exception of the cohort present in the spring.
- Due to distance learning and COVID-19, 31% of the total ELL population completed all domains of the ACCESS test within the elementary. MDE required students to be on-site for all ACCESS tests in the spring of 2020. Administration occurred prior to our return to in-person learning.
- 52% of students who completed both a fall 2020 and spring 2021 aMath FastBridge assessment achieved typical or aggressive growth.
- 58% of students who completed both a fall 2020 and a spring 2021 aReading FastBridge assessment achieved typical or aggressive growth.
 - These numbers excluded K students as they did not take these assessments in both the fall and the spring.
- 100% of students identified as high risk in K-2 who are designated as high risk in reading, based on Fastbridge Fall assessments, were able to be placed into groups for virtual interventions throughout the year.
- Screening is currently underway for the fall of 2021 to help determine next steps and interventions for student groups and grade levels.

Draft Goals - Elementary School

Continuous Improvement Plan - Secondary

Successes:

Corresponding Goal(s):

- HCPA's High School was selected as one of the top high schools in the State of Minnesota by U.S. News & World Report.

- An HCPA graduate was accepted to Stanford University for Fall 2021.

- How we are continuing to do this and adjustments:

We have a full time scholarship and financial aid employee in the counseling office who supports our students and families as they apply to colleges and universities. We continue to encourage our students to aim high.

Goal 4: Implement structures to prepare all students for college and career readiness

- During Spring 2021, HCPA middle and high school offered onsite academic support for students at-risk of failing classes. As a result, we maintained a strong graduation rate.

- How we are continuing to do this and adjustments:

Students who are part of our Online Learning Program will have a case manager who will monitor grades and make sure students receive support to be successful.

For students learning onsite, we monitor grades frequently and connect with students and families to make sure students have a plan to be more successful.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

- Despite being in distance learning for the 2020-21 school year, HCPA maintained a 93% graduation rate, exceeding the state and local average.

- How we are continuing to do this and adjustments:

Our counseling department closely monitors students' progress toward graduation. For students not on track to graduate, independent study, online courses, after school classes, and summer school are offered.

Goal 4: Implement structures to prepare all students for college and career readiness

- During summer school 2021 we enrolled nearly 200 students. Close to 90% earned content credit and are able to stay on track for graduation.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

- We frequently sought input from students, families and staff about reopening plans during the 2020-21 school year. Overwhelmingly, their feedback was to maintain distance learning and to provide small group support onsite for those who need it most. As a result, we were able to successfully navigate distance and hybrid learning with the support of our stakeholders.

Goal 5: Design and implement programs for parent involvement in HCPA schools

- Despite being in distance learning for the 2020-21 school year, HCPA students overwhelmingly stayed active and engaged with learning, with an average attendance rate of 90%.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

- Our Language Essentials classes, designed specifically for language learners and students who need additional literacy support, had the highest overall engagement rate during distance learning with consistently ~ 95% attendance.

Goal 2: Increase the effectiveness and efficiency of ELL programming in K-12

- How we are continuing to do this and adjustments: PLCs and professional development are delivered to LE teachers with support to develop engaging lesson plans that focus on relevant skills for students.

Goal 3: Increase the effectiveness and efficiency of Intervention Programs

Successes:

Corresponding Goal(s):

- In 2020-21, 12 teachers, consisting of ELL, ELA and SpEd teachers, successfully participated in yearlong training in LETRS professional development (Language Essentials for Teachers of Reading and Spelling). Our Instructional Literacy Coach has attended LETRS facilitator training and has led our team of teachers to update their capacity to identify, sequence and integrate evidence-based instruction in oral language, phonemic awareness, decoding, spelling, fluency, vocabulary, comprehension and writing. These components support the science of reading and were recommended by the 2001 National Reading Panel appointed by the US Congress. The knowledge from LETRS has provided a missing gap to our MTSS system by giving our team structures and protocols to better meet the needs of our students.

Goal 2: Increase the effectiveness and efficiency of ELL programming in K-12

Goal 3: Increase the effectiveness and efficiency of Intervention Programs

Our LETRS cohort works closely with MDE as we are part of the pilot group to go through LETRS. Our work led to the evidence needed to develop HF 288 (Edelson) and SF 244 (Chamberlain), legislation appropriating funding to provide grants to teachers to complete the Language Essential for Teachers of Reading and Spelling (LETRS) program, which was approved by the Governor in the MN 2021 Legislative Session.

In addition, LETRS is listed in Minnesota's State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund as a high-quality research-based support to meet the needs of all students.

- How we are continuing to do this and adjustments:

Teachers participating in LETRS professional development last year will continue to expand the depth and breadth of their learning about the science of reading in PLCs this year that are led by a LETRS certified facilitator.

- Bethel Reading Intervention Goal:

- 70% of all 6-8 will meet their individual growth goals in reading and math as defined by national norms.*

Goal 2: Increase the effectiveness and efficiency of ELL programming in K-12

Goal 3: Increase the effectiveness and efficiency of Intervention Programs

Grade	% of students who met reading goals
6 th	79%
7 th	87%
8 th	79%

- How we are continuing to do this and adjustments:

We will begin to use FastBridge assessments this year as a screener and progress monitoring tool. Compared to NWEA MAP, FastBridge gives us more precise data about students' foundational reading and comprehension skills.

- We developed a plan to integrate new state standards in several areas:

- Science - Although full implementation is not required by the state until 2024-25, we worked with grades 6, 7, 10, 11, 12 to update curriculum and scope & sequence so that new standards will be ready to implement at HCPA Fall 2021. Grades 8 and 9 will be ready to implement Fall 2022.
- English Language Arts - Although full implementation is not required by the state until 2025-26, HCPA's high school English department began working with the standards during the 2020-21 school year and will further develop a cross-walk of current curriculum with the new standards during the 2021-22 school year. Additionally, one high school teacher is fully piloting the new standards during the 2021-22 school year; this pilot will allow us to glean insights on how to move toward full implementation well ahead of the state's requirements.
- English Language Development Standards 2020 Edition - during the 2020-21 school year a small committee began to investigate the new standards. During the 2021-22 school year the EL department will begin a cross-walk of the new standards against existing curriculum. Full implementation is not required until the 2023-24 school year.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

Goal 4: Implement structures to prepare all students for college and career readiness

- How we are continuing to do this and adjustments:

- We will continue to facilitate PLCs that focus on integration of new standards.

Successes:

Corresponding Goal(s):

- Social Studies developed goals to guide their department:
 - MS: As social studies educators we are developing young minds to think critically about the ever evolving world around them.
 - HS: Through various mediums of exploration we are educating global citizens to be more empathetic and inquisitive of the world around them.
- The Math Department collaborated with SpEd teachers to develop individualized plans for students with IEP goals.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

Goal 3: Increase the effectiveness and efficiency of Intervention Programs

Awards/Grants

Corresponding Goal(s):

- *Our SRCL (Striving Readers Comprehensive Literacy) grant ended Spring 2021 and so we created a sustainability goal: By August 2021, HCPA will have created a Literacy Leadership Team, composed of a cross-curricular group of teachers, who will develop a PLC long range plan for 2021-22 that builds Tier 1 teacher capacity to meet students' language and literacy needs.*
The Literacy Leadership Team was formed Spring 2021, attended training about Literacy & Equity in Summer 2021, and is currently leading PLCs and sessions with their colleagues.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

- The SRCL grant allowed us to purchase over 300 books for each classroom. Students and our media specialists identified themes and genres to purchase. These books can be checked-out by students for fun and pleasure reading. In addition, we were able to purchase several additional titles via Mackin to be read on students' Chromebooks.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students

COVID impact - building enhancements, technology, etc.

Corresponding Goal(s):

- As part of the SRCL grant, our administration along with our EL Lead and Literacy Coach attended "Leading for Instructional Equity: Preparing Now for Post-Pandemic Academic Acceleration" led by Zaretta Hammond, a leader in Culturally Responsive Teaching.
- The school purchased the Epic System, a technology platform that broadcasts live instruction to students who cannot be learning at school.

Goal 1: Improve the quality, rigor and student engagement of instruction in Tier 1 (Universal) and Tier 2 (Supplemental) for all K-12 students