



# **HMONG COLLEGE PREP ACADEMY**

MINNESOTA CHARTER DISTRICT #4103-07

1515 BREWSTER STREET SAINT PAUL, MN 55108

PHONE: 651-208-8002 FAX: 651-289-1802 WWW.HCPAK12.ORG

# **TABLE OF CONTENTS**

#### 2023-2024 ANNUAL REPORT

	FROM OUR CHIEF ACADEMIC OFFICER
2	HISTORY
3	MISSION & VISION, CORE VALUES
4-5	HCPA WAY
6-7	ADDITIONAL PURPOSES & AUTHORIZERS
8-10	STUDENT ENROLLMENT AND ATTRITION
	GOVERNANCE AND MANAGEMENT
- 11	<ul> <li>BOARD OF DIRECTORS &amp; BOARD COMPLIANCE</li> </ul>
12	<ul> <li>ASSESSMENT OF BOARD PERFORMANCE</li> </ul>
13-16	<ul> <li>PROFESSIONAL DEVELOPMENT TRAINING BY BOARD MEMBERS</li> </ul>
17	<ul> <li>TRAINING COMPLETED BY THE SCHOOL DIRECTOR</li> </ul>
18	STAFFING
19-20	STAFF PROFILE
21-22	FINANCE
23-26	REVIEW OF GOALS, OUTCOMES, AND STRATEGIES
27-34	ACADEMIC PERFORMANCES & STATE MCA TESTING
35-37	STUDENT GROWTH
38	TOP 10 STUDENTS
39	GRADUATION AND BEYOND
40-41	<ul> <li>GRADUATION RATE &amp; COLLEGE MATRICULATIONS</li> </ul>
42-46	COLLEGE PREP
47-48	COLLEGE LEVEL COURSES
49	SPECIAL EDUCATION
50-52	SPORTS
53-54	TECHNOLOGY
55-57	INNOVATIVE PRACTICES AND IMPLEMENTATION
58-59	IMPROVEMENT PLANS
60-62	EFFORTS TO EQUITABLY DISTRIBUTE DIVERSE, EFFECTIVE, AND
	IN-FIELD TEACHERS
63	DOCUMENTATION OF DISSEMINATION
64	• FAMILY ENGAGEMENT
65	<ul> <li>PARENT-TEACHER ORGANIZATION</li> </ul>
66-70	FIITLIDE DI ANG

Dear School Community, Families, Board Members, and Stakeholders,

It is with great pride that I present the annual report for Hmong College Prep Academy for the 2023-2024 school year. This has been a year of growth, collaboration, and dedication to ensuring that every student receives a high-quality learning experience. Our continued focus on innovation, accountability, and community engagement has helped us create an environment where all students can thrive.

#### Commitment to Quality Learning for All Students

At HCPA, we are deeply committed to ensuring that all students have access to rigorous and engaging learning opportunities. This year, we offered 11 Advanced Placement (AP) courses and 6 College-in-the-Schools courses, providing our students with college-level experiences in subjects ranging from literature and writing, to history, to advanced mathematics, science, and art design. These courses not only prepare students for post-secondary success but also deepen their learning and critical thinking skills.

#### Multi-Tiered System of Supports (MTSS)

To ensure we meet the needs of all learners, we have strengthened our Multi-Tiered System of Supports (MTSS), which provides academic and behavioral interventions at varying levels based on student needs. Through our MTSS process, a cross-functional team of administrators, instructional coaches, teachers, school psychologists, and counselors works together to develop and track interventions. Progress monitoring data is reviewed regularly, allowing us to adjust interventions as necessary to ensure they are effective. Communication between school and families is a critical component of this process, ensuring parents are informed and involved every step of the way.

#### Innovative Approaches to Learning

Our school is proud to foster innovation in both instruction and how we measure student success. Through Data Driven Instruction (DDI), our teachers collaboratively create standards-based common assessments and methodically analyze the results. This process allows us to make individualized and student-centered instructional decisions that improve learning outcomes. We also conduct FastBridge math and reading assessments three times a year to screen, diagnose, and progress monitor our students. This data helps us explore innovative ways to measure learning, making our interventions and instructional strategies more effective.

#### Social and Emotional Learning (RULER)

We recognize that students' social-emotional development is as important as their academic progress. This year, we continued to implement the RULER program, an innovative social-emotional learning approach that helps students develop emotional intelligence and build strong, supportive relationships. By focusing on self-awareness, responsible decision-making, and empathy, RULER is integrated into our school culture and enhances students' readiness to learn.

#### **Student Focus Groups and Community Voice**

Listening to our students is essential to improving our school's programs and culture. This year, we conducted student focus groups that provided valuable insights into student experiences and needs. For example, during a focus group addressing vaping issues in the bathrooms, students helped administrators understand the root of the problem, leading to more effective solutions. Additionally, last spring, we asked students to share when they felt a sense of belonging at school. Their feedback directly influenced our planning for the upcoming school year, helping us emphasize practices that promote inclusivity and connection.

#### **Professional Growth and Accountability**

At HCPA, we hold ourselves accountable for continuous growth and improvement. This year, we continued using the NIET instructional and principal rubrics, which provide comprehensive evaluations that foster instructional growth. These rubrics allow us to provide high-quality feedback to both teachers and school leaders, helping them set goals and track progress in teaching and leadership practices. To support this growth, we offer instructional coaching, creating an accountability system that ensures both teachers and leaders are working towards improving student outcomes.

#### **Collaborative Professional Learning**

Our teachers meet regularly in Professional Learning Communities (PLCs) led by department lead teachers, instructional coaches, and administrators. These PLCs focus on research-based best practices and are driven by student work, ensuring that our instructional practices remain relevant and effective. Our commitment to professional growth also includes LETRS training (Language Essentials for Teachers of Reading and Spelling) for all elementary, EL and Special Education teachers, with secondary English Language Arts teachers preparing to begin this rigorous program. LETRS is based on the science of reading and provides our teachers with the skills they need to effectively teach literacy, ensuring that every student receives the best possible support in developing essential reading skills.

#### **Looking Ahead**

As we reflect on this year's accomplishments, we are excited about the opportunities ahead. With the continued support of our staff, families, and community partners, we are confident that the coming year will bring even greater success. Together, we will ensure that HCPA continues to be a place where students excel academically, socially, and emotionally. Thank you for your unwavering support of our students and our school. Sincerely,

Danijela Duvnjak Chief Academic Officer



# **HISTORY**

Hmong College Prep Academy was envisioned as an institution to meet the potential of each student, including those who fall through the cracks within the traditional school system. As a public charter school, HCPA is fortuitously located in Minnesota, the first state in the country to enact a charter public school law, and it exemplifies the charter model of using innovative practices to meet the needs of the students it serves.

Parents, educators and community leaders met in 2000 to conceive of a school that would nurture the academic, emotional and cultural growth of students who were not finding success in the traditional school system. It was based on this vision that the Minnesota Department of Education approved Hmong College Prep Academy as a K-12 public charter school.

After two years of extensive planning by the founders and community, HCPA opened its doors to grades 9 and 10 in Minneapolis in 2004. In 2006, HCPA moved to its current location in Saint Paul. And in 2009, HCPA increased enrollment to over 550 students by adding grades 4 through 12. In 2010, HCPA met its goal of being a K-12 institution by adding grades K-3. Since then, HCPA's building has expanded to accommodate the strong enrollment demand from families, and HCPA currently serves over 2,400 students.

HCPA is proud to have graduated hundreds of students, including many who have returned to campus as teachers, student support specialists, paraprofessionals, and school board members. The district continues to embody a "no excuses" approach to student learning. HCPA teachers and staff know there are no shortcuts to success and collaborate to create a culture of achievement and success.

# **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.

# **CORE VALUES**

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.



# 라 CPA 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 on providing 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 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 observation 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.



- We have researched and implemented the most effective grade-specific instructional practices.
- Weekly reviews of data and instructional plans to meet the needs of every student.
- College and Career Readiness
  - The continued K-12 focus on the concept and reality of 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.
- Every school day, our students strive to follow The HCPA Way:
  - Have a positive attitude
  - Ask questions
  - Attend class every day and be on time
  - Be prepared with all supplies present
  - Use class time wisely
  - Practice self-discipline
  - Set high, yet practical, goals for myself
  - Take responsibility for my future success

# FOLLOW THE WARRIOR CODE-RESPECT SELF, RESPECT OTHERS, AND RESPECT THE COMMUNITY

THE HCPA WAY

# **ADDITIONAL PURPOSES**

The additional purpose is to measure learning outcomes and create different and innovative forms of measuring outcomes; at HCPA, this commitment drives how we design and implement our academic and support systems. Through a variety of targeted programs and initiatives, we assess, support, and enhance student learning in ways that go beyond traditional measures:

# Multi-Tiered System of Supports (MTSS)

HCPA has built an MTSS framework (Multi-Tiered System of Supports) that is designed to enhance the quality of learning experiences for all K-12 students by providing tailored instruction and interventions based on individual needs. At our school, we create specific Tier 2 and Tier 3 classes and groups to provide additional, focused support for students who are not performing at grade level. The MTSS process is supported by a crossdisciplinary team of professionals, including school psychologists, administrators, teachers, counselors, and instructional coaches, who meet each week in order to provide holistic feedback that helps develop and track interventions. Administrators and instructional coaches also collaborate closely with teachers across all tiers—Tier 1, Tier 2, and Tier 3—to ensure that evidence-based practices are applied consistently in the classroom. A key part of our MTSS process is maintaining clear and ongoing communication with students' families, ensuring they are aware, involved, and supportive partners in their child's academic journey. Additionally, we use FastBridge math and reading data to screen, diagnose, and monitor student progress. Our intervention team reviews progress monitoring data to assess whether interventions are effective or if adjustments are needed to better support the student. This collective effort promotes equity, improves academic outcomes, and ensures that every student has the opportunity to succeed.

# **Advanced Placement and College in the Schools Courses**

At HCPA, we are committed to providing high-quality learning experiences for all students by offering a range of advanced academic opportunities. We provide 11 Advanced Placement (AP) courses and 6 College-in-the-Schools (CIS) courses, giving students the chance to engage in rigorous, college-level coursework while still in high school. These courses span a wide variety of subjects, including literature and writing, history, art and design, advanced mathematics, and science. By offering such a broad range of subjects, we ensure that students can pursue their individual interests and challenge themselves academically. These programs not only prepare students for the challenges of higher education but also help them earn college credits, fostering a culture of excellence and intellectual growth.

#### **STEM**

Our school is dedicated to providing high-quality learning experiences through innovative STEM courses, developed in collaboration with Project Lead the Way. This partnership allows us to deliver a curriculum that emphasizes hands-on, project-based learning, equipping students with the skills they need for success in today's rapidly evolving world. These engaging classes encourage creativity and critical thinking, making them some of the most popular among our students. Additionally, we offer robotics as an extracurricular program, further enriching our STEM offerings and allowing students to apply their knowledge in a collaborative and competitive environment. By fostering a love for science, technology, engineering, and mathematics, we empower our students to explore real-world problems and develop solutions, preparing them for future academic and career opportunities.

### **Student Focus Groups**

At our school, we believe that listening to student voices is key to providing high-quality learning experiences for all. To ensure our programming truly meets the needs of our students, we regularly conduct student focus groups. These groups give students a platform to share their insights and experiences, helping administrators make informed decisions. For example, when our school faced challenges with vaping in the bathrooms, a student focus group provided invaluable information that helped us better understand the root of the problem and develop effective solutions. Additionally, last spring, we sought student feedback on when they felt a sense of belonging within the school. This input played a vital role in shaping our vision for the following year, guiding us in prioritizing practices that foster inclusion and connection. By actively engaging with students, we ensure that their voices help drive our efforts to create a positive and supportive learning environment.

Through these practices, HCPA not only measures learning outcomes but also innovates new ways to understand and support student growth academically, socially, and emotionally.

# **AUTHORIZER**

Hmong College Prep Academy's Authorizer: Novation Education Opportunities Novation Education Opportunities (NEO) serves as Hmong College Prep Academy's authorizer. The organization is located in Eagan, MN and provides academic, operational and fiscal guidance to nearly 30 schools throughout the state of Minnesota.

- NEO's mission is to authorize and oversee charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth.
- The organization's vision is to be a leading authorizer of innovative, diverse and effective charter schools.

3432 Denmark Ave, Ste 130 Eagan, MN 55123 612-889-2103 executive.director.neo@gmail.com



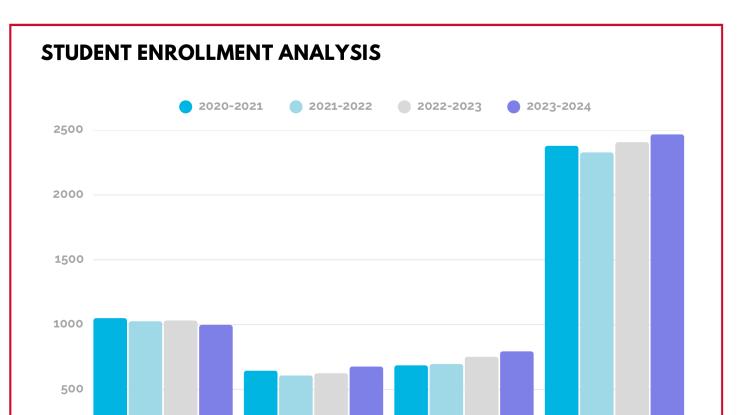
# STUDENT ENROLLMENT AND ATTRITION

During the 2023-2024 academic year, Hmong College Prep Academy served 2,466 students. Overall trends show an upward demand in enrollment each year, illustrating an ongoing demand for our school

HISTORICAL AND CURRENT ENROLLMENT						
GRADE LEVEL	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
K	115	135	143	139	162	169
1	147	156	137	167	184	161
2	174	152	174	181	188	172
3	168	183	191	195	186	150
4	183	208	192	184	179	188
5	210	213	182	184	205	188
6	236	203	189	213	209	205
7	223	212	212	216	212	182
8	217	223	212	212	191	172
9	222	217	193	193	194	172
10	205	188	179	188	150	156
11	186	178	165	152	143	127
12	180	159	146	136	118	97
TOTAL	2466	2427	2315	2360	2321	2181

# **STUDENT RETENTION RATE**

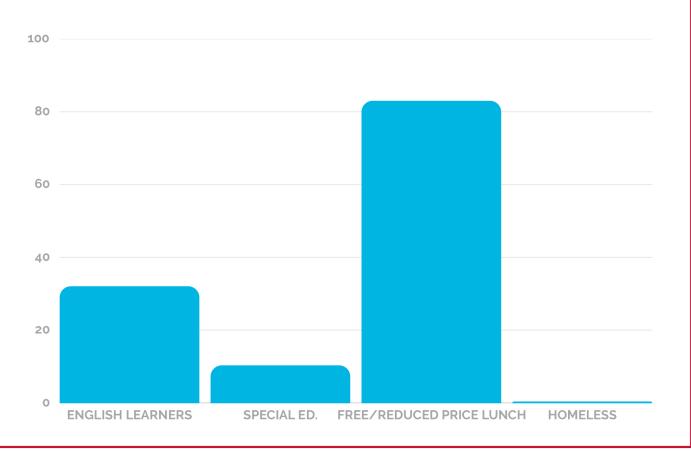
	SPRING '24 – FALL '24	SPRING '23 – FALL '23	SPRING '22 - FALL '22	SPRING '21 - FALL '21	SPRING '20 - FALL '20	SPRING '19 – FALL '19	SPRING '18 – FALL '18
ELEMENTARY	91%	91%	88%	87%	93%	89%	91%
MIDDLE SCHOOL	87%	89%	89%	90%	93%	91%	92%
нідн ѕснооі	92%	91%	87%	85%	95%	86%	90%
OVERALL	90%	90%	88%	87%	94%	89%	91%



# **ENROLLMENT BY SPECIAL POPULATION**

ELEMENTARY MIDDLE SCHOOL HIGH SCHOOL

0



**TOTAL** 

# **GOVERNANCE OF MANAGEMENT**

# **BOARD OF DIRECTORS**



# Ms. Susan Vang

Board Chair, Parent Seat

# Ms. Sonya Zuker

Board Vice Chair, Parent/Community Seat

# Mr. Brent Ness

Board Secretary, Teacher Seat

# Mr. Ge Vang

Board Treasurer, Community/Parent Seat

# Mr. Aly Xiong

Board Member, Community/Member Seat

# Mr. Daniel Schmidt

Board Member, Parent/Community/Teacher Seat

# Ms. Christine Smith

Board Member, Community/Parent Seat F

# **BOARD COMPLIANCE**

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 Statute 124.07, Subd.7.

# ASSESSMENT OF BOARD PERFORMANCE

Board members express a strong sense of fulfillment in their roles, enjoying the opportunity to shape the educational landscape and foster connections that benefit the school, students, and staff. They believe their individual skills contribute positively to governance, operational improvements, and the overall educational environment of the school.

Members generally understand and support the organization's mission. They also feel knowledgeable about the school's programs and services that are provided, although some seek to deepen their understanding of resources available to all K-12 students, staff and families. While they maintain confidence in their knowledge, there is an acknowledgment of the need for continuous learning in this area.

Board members are well-informed about trends and developments impacting the school, largely thanks to staff efforts to keep them updated. They feel confident in their understanding of financial statements, with support from the CFO enhancing their comprehension. Relationships with the Chief Academic Officer and the board chair are characterized by open communication and mutual support.

While some board members feel that they prepare for meetings and engage actively in them, some recognize opportunities for improvement in this area.

Many find serving on the board rewarding, particularly in witnessing the school and student successes. Board members typically see themselves as good-will ambassadors for the organization.

Members expressed a desire for training in governance principles, strategic planning, and community partnerships to improve their effectiveness. They recognize the importance of a deeper understanding of school operations and plan to increase their involvement in school activities to build connections with the community and better grasp operational needs.

A notable strength of the board is their ability to make unanimous decisions on legal matters, demonstrating effective collaboration during challenging times. The consistent membership within the board also reflects stability and commitment, highlighted by their successful navigation of complex issues like the Woodstock matter. Overall, there is a shared commitment to proactive engagement and continuous improvement in their roles.

Board Member Self-Assessment Survey & Responses

https://docs.google.com/spreadsheets/d/INrq7JdbKnnl\_B8kruxApZh2\_LFpXPi7il7biT-Y6yz8/edit?usp=sharing

# PROFESSIONAL DEVELOPMENT TRAINING BY BOARD MEMBERS

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.

Susan Vang **Board Chair**Parent Seat B

Training Certificate

Date Completed

Financial Oversight of Fund Balanace

9/26/2024

Maintain Authorizer Relations

9/26/2024

Open Meeting Law

9/26/2024

Negotiate the Charter Contract

9/27/2024

Respond to Data Requests

9/27/2024

Sonya Zuker **Board Vice Chair**Parent/Community Seat D

Training Certificate	Date Completed
Close a Board Meeting	10/10/2024
Conduct Financial Oversight of Fund Balance	10/10/2024
Develop and Use Policies	10/10/2024
Maintain Authorizer Releations	10/10/2024
Negotiate the Charter Contract	10/10/2024
Open Meeting Law	10/10/2024
Safeguard Student Data	10/10/2024
Take Minutes	10/10/2024

# Ge Vang **Board Secretary**Community/Parent Seat G

Training Certificate

Date Completed

10/16/2024

Close a Board Meeting

10/16/2024

Negotiate the Charter Contract

10/16/2024

Request to Data Requests

10/16/2024

Retain and Maintain Records

10/16/2024

Brent Ness **Board Secretary**Teacher Seat A

Training Certificate	Date Completed
Adapt a Budget	10/16/2024
Financial Oversight of Fund Balance	10/16/2024
Negotiate the Charter Contract	10/16/2024
Safeguard Personal Data	10/16/2024

Christine Smith **Board Member**Community/Parent Seat F

Training Certificate	Date Completed
Maintain Authorizer Relations	10/9/2024
Close a Board Meeting	10/8/2024
Open Meeting Law	10/8/2024
Take Minutes	10/8/2024

# Aly Xiong **Board Member**Community Seat C

Training Certificate	Date Completed
Adapt a Budget	10/15/2024
Financial Oversight of Fund Balance	10/18/2024
Conduct Open Meetings	10/17/2024
Develop and Use Policies	10/15/2024
Earn the MDE School Finance Award	10/18/2024
Maintain Authorizer Relations	10/18/2024
Maximize Revenue with Reimbursements	10/18/2024
Negotiate the Charter Contact	10/17/2024
Respond to a Data Request	10/15/2024
Retain and Maintain Records	10/17/2024

Daniel Schmidt **Board Member**Parent/Community/Teacher Seat E

Training Certificate	Date Completed
Close a Board Meeting	10/18/2024
Conduct Open Meetings	10/18/2024
Develop and Use Policies	10/17/2024
Maintain Authorizer Relations	10/17/2024
Negotiate the Charter Contact	10/16/2024
Take Minutes	10/18/2024
Adapt a Budget	10/18/2024

# David Klosking **HCPA CFO**

Training Certificate	Date Completed
Adapt a Budget	9/26/2024
Conduct Financial Oversight of Fund Balance	9/26/2024
Open Meeting Law	9/26/2024
Earn the MDE School Finance Award	9/26/2024
Maximize Revenue w/Reimbursements	9/26/2024

# Danijela Duvnjak **HCPA CAO**

Training Certificate	Date Completed
Open Meeting Law	9/26/2024
Financial Oversight of Fund Balance	9/26/2024
Develop and Use Policies	9/26/2024
Retain and Maintain Records	9/26/2024
Respond to Data Requests	9/26/2024

# TRAINING COMPLETED BY THE SCHOOL DIRECTOR

In the 2023-24 school year PD Development by Charter School Director:

**District Superintendent License**, Professional Administration, expires 2026 Principal K-12 License, Professional Administration, expires 2026 Coursework completed:

- Education Systems and Organizations,
- Legal Issues & Special Education Law,
- Data Driven Decision Making,
- Leadership for Cultural Responsiveness,
- Financial and Resource Management,
- Transforming Principals & Perspectives,
- Transforming Superintendents & Perspectives,
- Change Agents in the 21st Century,
- Supervision & School Relationships,
- Leadership & Educational Issues.

#### **Attended:**

TAP National Conference COMPAS Summer Institute NCTR Conference TAP Leadership Training





# **STAFFING**

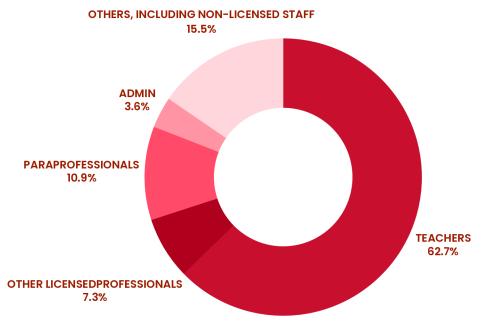
Efforts to equitably distribute diverse effective and in-field teachers.

Despite the teacher shortage throughout Minnesota and the nation, HCPA has been able to increase the number of teachers and staff of color and to more intentionally elevate the voices of our teachers and staff of color to provide even more meaningful and relevant environments and learning experiences for HCPA students.

# STAFF PROFILE

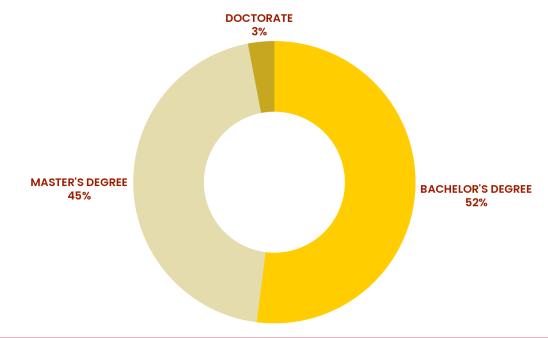
# 2023-2024 STAFF PROFILE

HCPA is proud to have a low student-to-teacher ratio of approximately 20:1, with additional professionals who can support our students' holistic needs.



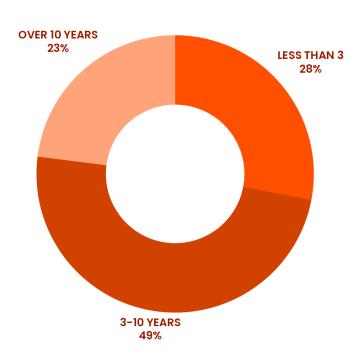
# **TEACHERS PROFESSIONAL QUALIFICATIONS**

HCPA prioritizes having highly qualified teachers with appropriate degrees and credentials.

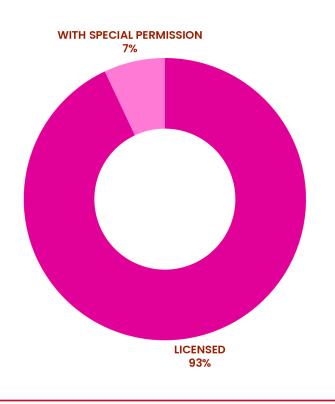


# **STAFF PROFILE**

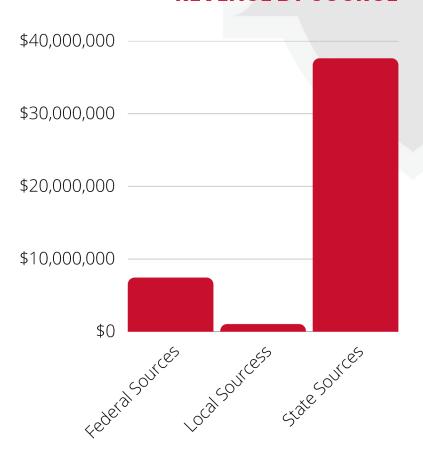
# **YEARS OF EXPERIENCE**



# LICENSURE COMPLIANCE



# **REVENUE BY SOURCE**



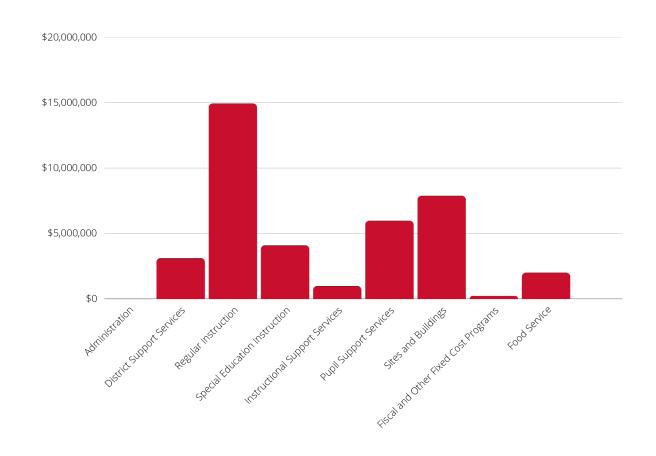
The charts explain where HCPA receives its funding.

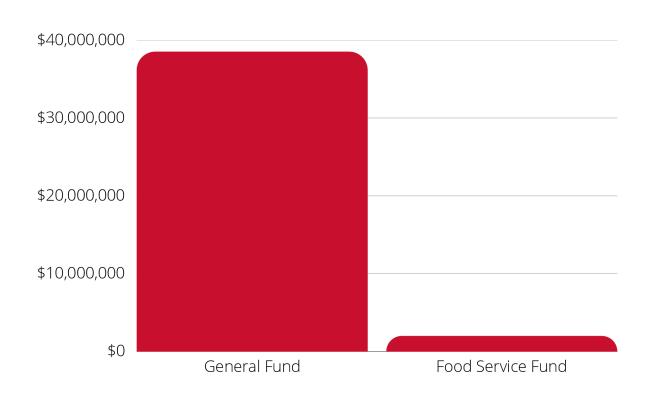
Funding is variably driven by our enrollment.

State Funding from Minnesota – General, and Special Education and Lease Aid, and other misc.

Federal Funding includes – Food Service, Title Grants, COVID relief, and other misc.

Miscellaneous Local – includes fundraising, school store sales, and others.





# REVIEW OF GOALS, OUTCOMES, AND STRATEGIES

# 2023-24 World's Best Workforce (WBWF) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Minnesota Education Grant System (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize ESEA funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to MDE.WorldsBestWorkForce@state.mn.us .

District or Charter Name: Hmong College Prep Academy

**WBWF Contact:** Danijela Duvnjak

Title: Chief Academic Officer

**Phone:** 651-209-8002

Email: danijela.duvnjak@hcpak12.org

#### **Annual Report**

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available,

describe how the district disseminates the report to stakeholders: HCPA updates this link annually with the district's CACR Annual Report: https://www.hcpak12.org/Page/1182

# **Annual Public Meeting**

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023–24 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Provide the date of the school board annual public meeting to review progress on the CACR plan for the 2023-24 SY: October 23, 2024

#### **Goals and Results**

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.



Goal Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY.  Goal: By the start of the 2023–24 school year, 70% of students will meet kindergarten readiness goals as evidenced by our administration and registrar's office reaching out to pre-k families to make sure they complete early childhood screenings.	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: At the start of the 2023–24 school year, 78% of students met kindergarten readiness goals as evidenced by our administration and registrar's office reaching out to pre-k families to make sure they complete early childhood screenings.	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

# Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY.  Goal: The percentage of all students enrolled in grades 3 through 5 who are proficient on the MCA Reading test will increase from 28.8% in 2019 to 41.8% in 2025. 2019 Disaggregated: ELL: 11.7% SpEd: 13.1% FRP: 27.0%	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: 19.8% of students enrolled in grades 3 through 5 were proficient on the MCA Reading test in 2024.  2024 Disaggregated: ELL: 16.4% proficient SpEd: 12.5% proficient FRP: 17.1% proficient	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

Goal Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY. <b>Goal:</b> The percentage of all students enrolled in grades 6 through 8 who are proficient on the MCA Reading test will increase from 38.8% in 2019 to 51.8% in 2025.  2019 Disaggregated: ELL: 11.9% SpEd: 8.5% FRP: 36.8%	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: 21.1% of students enrolled in grades 6 through 8 were proficient on the MCA Reading test in 2024.  2024 Disaggregated: ELL: 14.9% proficient SpEd: 4.2% proficient FRP: 20.5% proficient	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY.  Goal: The percentage of all students enrolled in grade 10 who are proficient on the MCA Reading test will increase from 45.2% in 2019 to 58.2% in 2025.  2019 Disaggregated: ELL: 7.9% SpEd: 0% FRP: 44.9%	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: 39.7% of students enrolled in grade 10 were proficient on the MCA Reading test in 2024.  2024 Disaggregated: ELL: 18.4% proficient SpEd: 17.6% proficient FRP: 41.6% proficient	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY.  Goal: The percentage of all students enrolled in grades 3 through 5 who are proficient on the MCA Math test will increase from 37.4% in 2019 to 50.4% in 2025. 2019 Disaggregated: ELL: 23.8% SpEd: 18.0% FRP: 32.9%	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: 19.8% of students enrolled in grades 3 through 5 were proficient on the MCA Math test in 2024.  2024 Disaggregated: ELL: 16.7% SpEd: 12.5% FRP: 17.4%	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY.  Goal: The percentage of all students enrolled in grades 6 through 8 who are proficient on the MCA Math test will increase from 35.1% in 2019 to 48.1% in 2025.	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: 12.0% of students enrolled in grades 6 through 8 were proficient on the MCA Math test in 2024.	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)
2019 Disaggregated: ELL: 10.2% SpEd: 11.9% FRP: 34.3%	2024 Disaggregated: ELL: 8.8% SpEd: 4.2% FRP: 11.9%	

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY.  Goal: The percentage of all students enrolled in grade 11 who are proficient on the MCA Math test will increase from 44.7% in 2019 to 57.7% in 2025.  2019 Disaggregated: ELL: 3.1% SpEd: 11.1% FRP: 46.9%	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: 13.5% of students enrolled in grade 11 were proficient on the MCA Math test in 2024.  2024 Disaggregated: ELL: 1.3% SpEd: 6.0% FRP: 13.4%	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

# All Students Career and College-Ready by Graduation

Goal Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY. <b>Goal:</b> The percentage of students showing career-and-college readiness, as evidenced by 8th grade proficiency on Math MCAs, will increase from 45.8% in 2019 to 58.5% in 2025.	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: 16.8% of students showed career-and-college readiness, as evidenced by 8th grade proficiency on Math MCAs, in 2024.  2024 Disaggregated: ELL: 3.2% proficient SpEd: 0% proficient FRP: 16.6% proficient	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

#### **All Students Graduate**

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY.  Goal: By the spring of 2024, 85% of HCPA's 12th grade students will be able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.	Provide the result for the 2023–24 SY that directly ties back to the established goal.  Results: In spring 2024, 98% of HCPA's 12th grade students were able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.	Check one of the following:  On Track (multi-year goal)  Not On Track (multi-year goal)  Goal Met (one-year goal)  Goal Not Met (one-year goal)

26

# MEASURING ACADEMIC PERFORMANCE

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

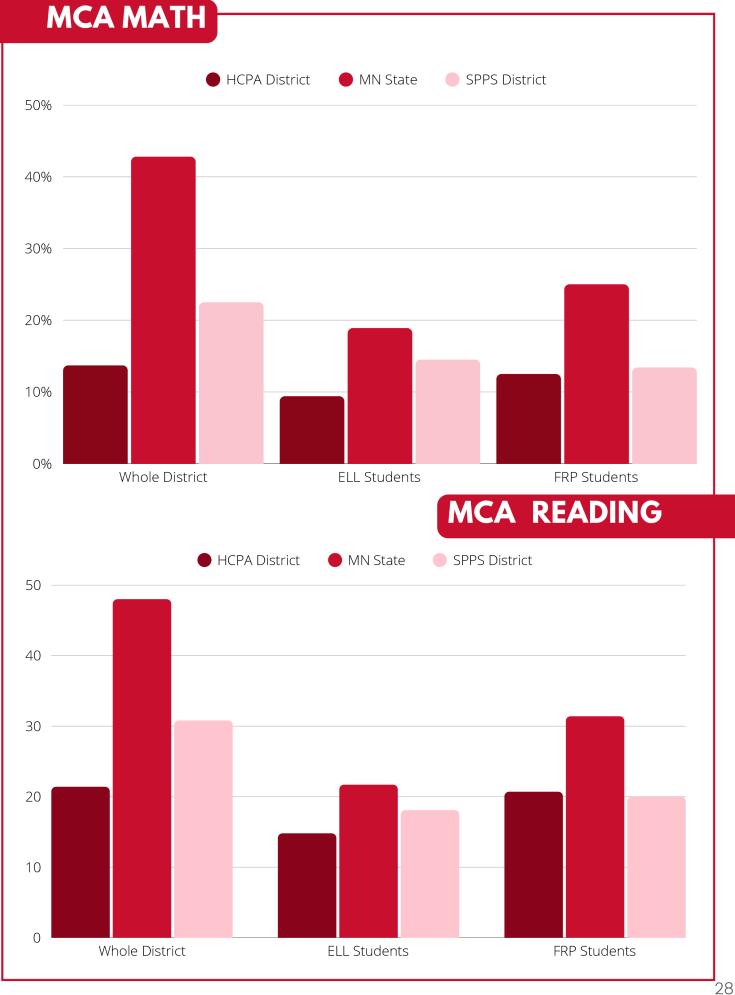
# State Achievement Testing - MCAs

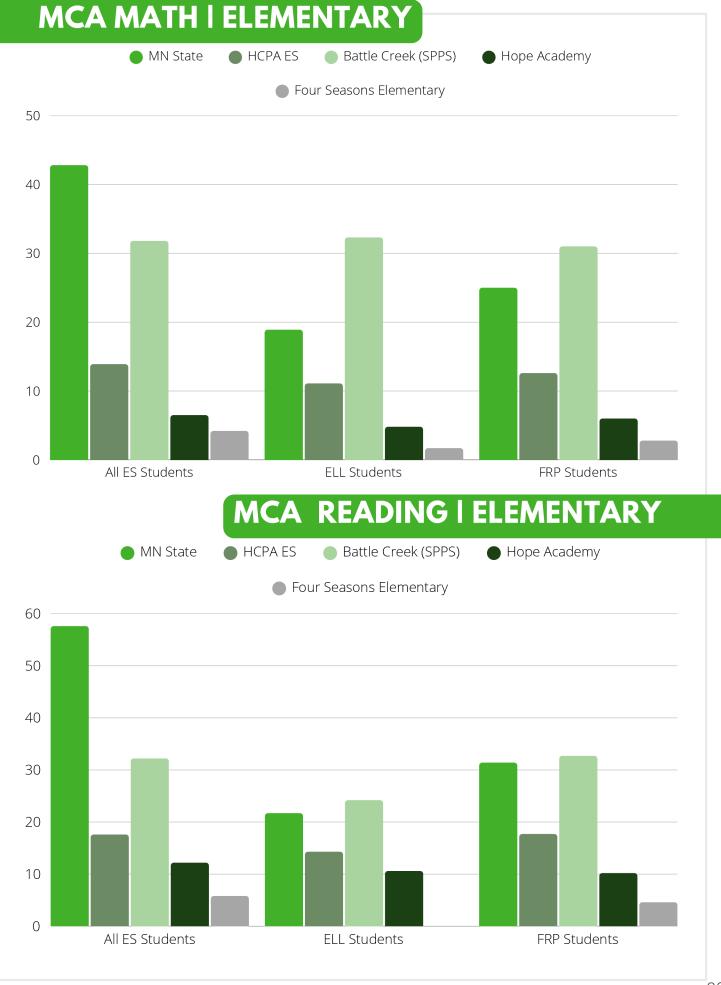
The Minnesota Comprehensive Assessments (MCA's) are state tests in mathematics, reading and science. During the spring of every year, students are given tests that measure student performance against Minnesota Academic Standards that specify what students should know per their grade level.

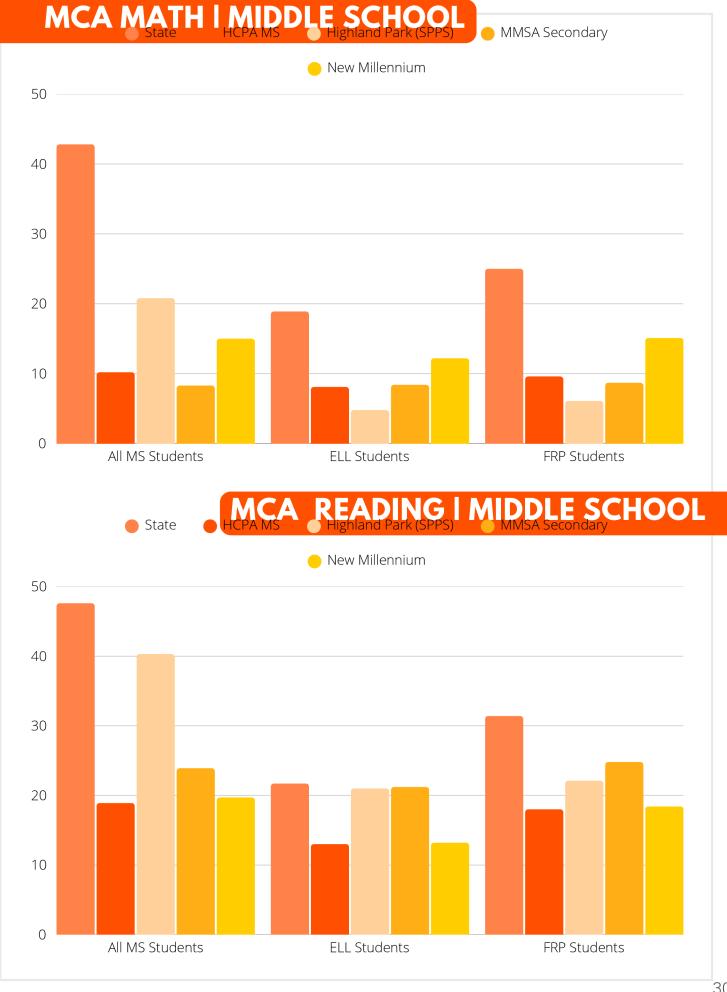
MCA results serve a number of purposes:

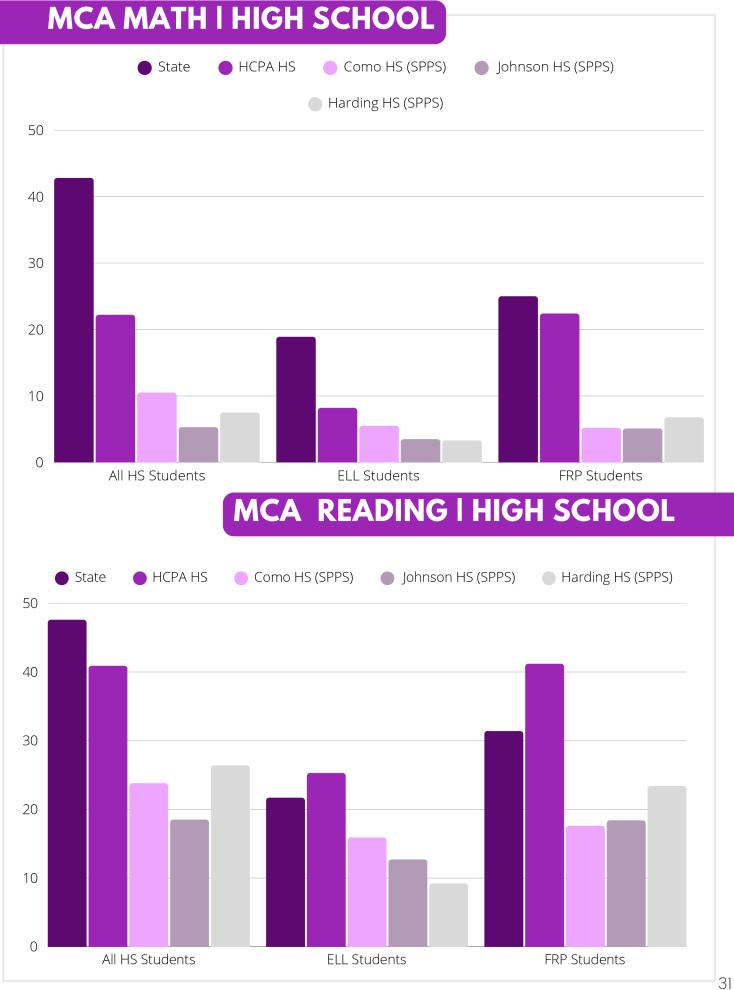
 To ensure HCPA's curriculum is in alignment with Minnesota Academic Standards in mathematics, reading, and science • Utilize results to improve classroom teaching and address opportunities for future improvement • Mathematics and reading results are used in federal school accountability standards as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











# **GRADUATION RATE** HCPA HS SPPS HS Como HS State Harding HS (SPPS) Johnson HS (SPPS) 100 80 60 40 20 0 Whole District **ELL Students FRP Students**

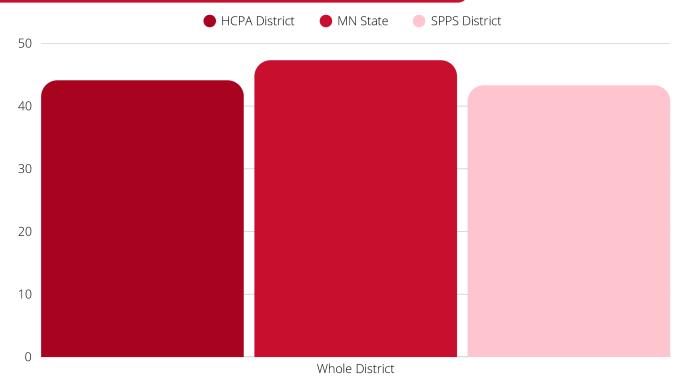
\*Resident District = St. Paul Public Schools (SPPS)

ELL = English Language Learners | FRP = Free Reduced Price Lunch

# State English Language Learner Testing - Access for ELLS

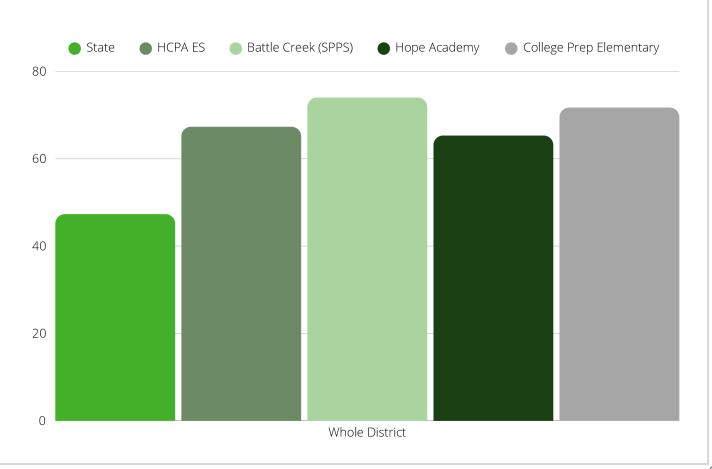
ACCESS for ELLs - This large-scale test assists the state and HCPA to monitor the English language student growth in the domains of listening, speaking, reading and writing. Results are used to inform instructional decisions, curriculum needs and student placement or leveling decisions within our English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

# **PROGRESS TOWARDS TARGET**



### \*Resident District = St. Paul Public Schools (SPPS)

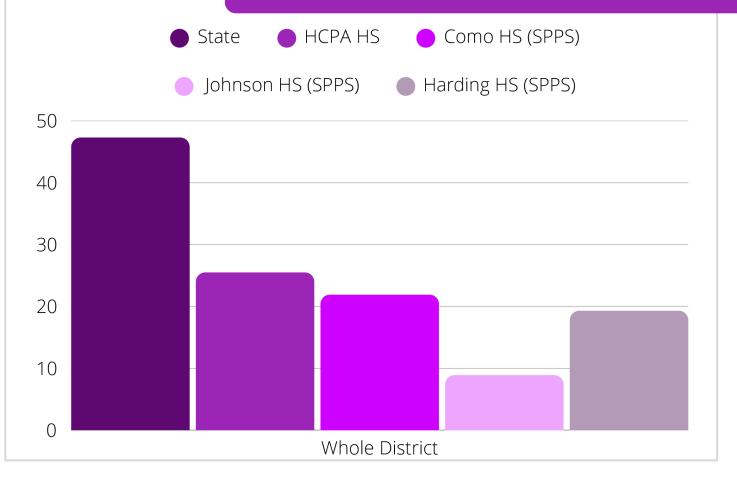
# **ELEMENTARY SCHOOL COMPARISON**



# MIDDLE SCHOOL COMPARISON



#### **HIGH SCHOOL COMPARISON**





# STUDENT GROWTH

#### **FASTBRIDGE TESTING**

FastBridge testing provides an important, individually based approach to assessing each student's academic progress.

This national test is an assessment that measures student growth in reading and math. It is administered three times per year..

FastBridge data is used for:

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

FastBridge 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.

Our goal is to have students make typical or aggressive growth.

Typical growth is 1 year and aggressive is more than 1 years growth.

## aMATH RESULTS

GRADE	TYPICAL GROWTH	AGGRESSIVE GROWTH	TOTAL
К	30.8%	53.8%	84.6%
1	47.5%	25.9%	73.4%
2	44.7%	26.4%	71.1%
3	31.9%	38%	69.9%
4	37.5%	14.8%	52.8%
5	35.8%	18.9%	54.8%
6	42.8%	13%	55.8%
7	42.8%	22.9%	65.8%
8	47.8%	25.8%	73.8%
9	47.1%	22.8%	69.9%
10	46.2%	30.4%	76.6%
11	37.6%	18.2%	55.8%
12	38.5%	19.2%	57.7%
TOTAL	41.3%	23.8%	65.1%

# areading results

GRADE	TYPICAL GROWTH	AGGRESSIVE GROWTH	TOTAL
К	30.1%	42.5%	72.6%
1	32.6%	39.7%	72.3%
2	35.1%	46.4%	81.5%
3	31.7%	28.7%	60.4%
4	44.1%	22.3%	66.4%
5	42.6%	13.2%	55.8%
6	53.2%	11.6%	64.8%
7	43.2%	18.1%	61.3%
8	46.4%	19.4%	65.8%
9	52.6%	19.9%	72.5%
10	53.8%	26.1%	79.9%
11	46.4%	25.6%	72%
12	47.3%	20%	67.3%
TOTAL	43.9%	24.3%	68.2%

#### 🐉 HMONG COLLEGE PREP ACADEMY

# TOPIO STUDENTS

Students are listed in alphabetical order

L.C. | LAI CHANG

Saint John's University Computer Science

T.C. | TAYKN CHANG

University of Minnesota, Twin Cities Computer Science

D.H.F. | DAYANA | HERNANDEZ-FLOREZ

University of Wisconsin - River Falls Echocardiography

HIDEAKI LEE

University of Minnesota, Twin Cities Finance and Accounting

**S.S.** | SERENITY SIONG

University of Minnesota, Twin Cities Elementary Education

NADINE THAO

University of Minnesota, Twin Cities Computer Science

B BRIAN VANG

University of Minnesota, Twin Cities Biology and Neuroscience, Pre-Med

LAYLA VANG

University of Wisconsin - River Falls Mechanical Engineering

NADIA VANG

St. Catherine's University Sonography

T.Y. TOUYENGKONG YANG





#### **GRADUATION REQUIREMENTS:**

Students at HCPA must complete and meet MN Department of Education academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education.

In addition to meeting course credit requirements,

- All students are required to take the FastBridge assessment in Reading and Math and show personal growth.
- All students are highly encouraged to take a college/career readiness assessment (ACT, SAT, ACCUPLACER, or its equivalence) before graduation.

#### **GRADUATION RATES**

2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
98% (183/197) (3 ADDITIONAL GRADUATES DURING SUMMER = 99%)	97%	99%	93% (6 ADDITIONAL GRADS DURING SUMMER = 97%)	100%

HMONG COLLEGE PREP ACADEMY HAS MAINTAINED STRONG GRADUATION RATES\*

#### **COLLEGE MATRICULATION INFORMATION**

CLASS OF	% GOING TO COLLEGE	% OF 2 YEAR COLLEGE	% 4 YEAR COLLEGE	% GOING TO THE MILITARY	% GOING OUT OF STATE
2024	76%	44.8%	51%	3.9%	10.8%
2023	70%	41%	55%	4%	5%
2022	77%	42%	52%	6%	4%
2021	47%	32%	59%	9%	9%

Highlights of the 2024 graduating class:

- 99% of our graduates have been accepted to at least one college/university.
- 76% of our graduates will be a post-secondary after graduation
- The Class of 2024 was awarded over \$19 million dollars in scholarships and grants, over four years, from the schools to which they were accepted.



#### 2023-2024 COLLEGE ADMISSIONS & MATRICULATIONS

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

Augsburg College Bemidji State University Bethel University

Briar Cliff University
Century College

College of St. Ben's/St. John's

Concordia College Concordia University

Dakota County Technical College

Dunwoody

Dougherty Family College

Hamline University

Hennepin Technical University

Inver Hills Community College Lake Superior College

Metro State University

Michigan Technological University

Minneapolis Community and Technical

Minnesota State University-Mankato

Mount Mary University

Normandale Community College

North Hennepin Community College

Saint Cloud State University

Saint Paul College

Southwest Minnesota State University

Saint Catherine's University

University of Minnesota, Crookston

University of Minnesota, Duluth

University of Minnesota, Rochester

University of Minnesota, Twin Cities

University of St. Thomas

University of Wisconsin, River Falls

University of Wisconsin, Stout

US Army

**US Marines** 

28 1 Attending

△ 1 Attending

28 1 Attending

Attending

**24** Attending

4 Attending

△ 1 Attending

21 Attending

🖴 2 Attending

🖴 3 Attending

🖴 4 Attending

4 Attending

🖴 1 Attending

🖴 3 Attending

🖴 1 Attending

△ 1 Attending

🕰 2 Attending

🕰 1 Attending

🕰 2 Attending

🖴 1 Attending

🖴 1 Attending

🕰 5 Attending

🕰 3 Attending

49 16 Attending

△ 1 Attending

Attending

Attending
Attending

♣ 5 Attending

№ 14 Attending

♠ 1 Attending

🕰 5 Attending

🕰 1 Attending

🕾 1 Attending

🖴 3 Attending

# COLLEGE PREP

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

#### **WHAT WE DO AT HCPA**



**COLLEGE PREP CLASSES** 

**COLLEGE VISITS** 





**INTERVIEW CONTEST** 

COLLEGE PREP PROGRAMMING





**SENIOR SIGNING DAY** 

# COLLEGE PREP CLASS

All K-12 students participate in a daily College Prep Course. This course is designed to help students navigate school and life in general. This course gives students a foundation where they can strengthen their academics, values, and College/Career Preparation. Elementary focuses on the Warrior Way and Values. The middle school looks at academics both academically, socially, and emotionally. High School prepares students for college and careers. Due to the high college readiness program, HCPA's College Prep course qualifies students for additional scholarships at many colleges like St. Scholastica, Augsburg, and Michigan Tech to name a few.

#### **COLLEGE VISITS**



HCPA students were able to connect with a variety of colleges and universities. For the 2023-2024 school year, we had about 71 college/university representatives come to our school to meet and share information about their institution with our students.

Our students met with colleges and universities from around the nation, including Princeton University, Tulane University of Louisiana, and Smith College to name a few. HCPA students also connected with the colleges and universities around the area, including the University of Minnesota- Twin Cities, Hamline University, and Concordia University. HCPA uses the Naviance Student Information System to track our college representative visits and the attendance of these visits.

In February 2024, 189 juniors took part in the annual interview contest. Each participant was prepared a list of standard questions followed by a role-playing interview contest. Each College Prep (CP) class had an interview finalist, who later competed against the finalist from a different CP class. The CP finalists were Elijah Smith-Nguyen, Luke Lee, Patsa Yang, Cassius Lee, Tseemceeb Moua, Laura Chang, Sunny (Nani) Xiong, Elena LoDhaseng, and Jocelyn Chang. Three finalists from this group moved on to the final interview by Mrs. D, Chief Academic Officer, and Mr. Tran, 6-12 Assistant Director of Teaching and Learning, in the Chi You Auditorium in front of the entire junior class. Congratulations to our top three interview finalists: Luke Lee, Cassius Lee, and Sunny (Nani) Xiong. Congratulations to our winner Sunny (Nani) Xiong!

Students were able to reflect on their experiences and here are some of the responses:

- o The difference was giving life examples and their volume when they speak."
- "How they were speaking and what they were saying like work experience and etc."
- "There was shorter sentences for the people that lost. For the people that win they give a lot of examples."

#### **COLLEGE PREP PROGRAMMING**



HCPA continues to host College Prep events throughout the school year.

- <u>FAFSA Night</u> was held on January 10, 2024. We had over 12 financial aid officers from various colleges/universities, along with CP Teachers and Counseling Staff members who were in attendance to help our seniors complete their FAFSA. We had 75 students and about a total of 200 people attend this event.
- <u>College Fair</u> was held on February 28, 2024, with 101 colleges and universities in attendance from all over the country, and even Canada and the UK. All high school students had the opportunity to explore the different schools and engage in meaningful conversations.

#### Below are some comments from our college representatives regarding our College Fair:



- The questions I had were very well thought out and students came wanting to know more information.
- Students were interested and willing to ask questions.
- Students are willing to approach schools they've never heard of and ask good questions.
- One thing I always appreciate about your fairs, is that I feel I don't necessarily 'sell ISU' so much, but rather help to educate your students on higher education, the overall process, etc. which I really enjoy. Thank you!
- Talking with students about our pre-med program, they seemed very excited about the opportunity to do research and be in labs right away in a small community!
- Your students were incredibly polite, and respectful, and had wonderful questions! Some of the best conversations I've had this spring.
- Meeting the various students and fielding their questions about Yale.
- There was one student who was interested in theater and was thrilled to hear about our program! I love getting to talk about our Visual Arts and Performing degree as it is usually rare to run into a student ready to jump into the arts!
- <u>Career Fair</u> was held on March 22, 2024, with 47 organizations/companies and over 86 individuals in attendance. Our high school students had the opportunity to engage in conversations with the different individuals and their careers. Here are a few of the different careers in attendance:
  - Barber
  - Veterinarian
  - Nurses
  - Law Enforcement Officers
  - Financial workers
  - US Small Business
  - Dentist
  - Catepillar
  - Industrial
  - Mortenson

#### Below are some comments from our guests regarding our students at HCPA:

- "The students were prepared with some questions when they approached our table. The students seemed genuinely curious."
- "The students were very respectful and asked good questions."
- "So many of them were willing to be brave and asked great questions. For several students, it clearly seemed like a challenge for them to engage with a stranger, but they did it anyway. What a fantastic group of kids!"
- "I think it's great that most youth didn't have their phones at the Career Fair, so it felt like we could really build connections."
  - "Engaging students. Compared to last year, students this year were very keen to talk and ask

<u>Direct Admissions Minnesota</u> is designed to make sure all high school students know that they have options for education and training after high school. This program lets students know that they are accepted to a college before they even apply. For the 2023-2024 school year, this is HCPA's 2nd year in the pilot program. In December 2023 HCPA was informed by the Office of Higher Education (OHE) of MN as the top high school in student participation for the Direct Admit Program. OHE came to HCPA and interviewed Ms. Toni Marie O'Daniel (College and Scholarship Manager), along with five high school seniors (Sebastian Her, Ella Khang, Mina Lor, Eh Ler Shee, and Lucas Yang).



#### **SENIOR SIGNING DAY**

HCPA continues our tradition of Senior Signing Day. The May 1st Signing day was started by former First Lady Michelle Obama to congratulate students on making a commitment to college or trade school and help them keep their focus on following through with what needs to be done to start college the next year.

Our annual Senior Signing/Celebration event was held on May 1, 2024. Representatives from colleges, universities, and the military were on campus to witness the signing and celebration of our students. Parents and families were also there to support their soon-to-be graduates. We are so proud of each and every one of our Warriors!

- o 99% of graduates have been accepted to at least one college/university
- o 76% of the graduates plan on a post-secondary
- o 24% will be participating in a Transition Program or joining the workforce
- 44.8% will be a 4 institution
- 51% will be a 2 year institution
- o 10.8% will be a post-secondary school out of state
- 3.9% of graduates will be joining the military





# 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 families.

#### **AP (ADVANCED PLACEMENT)**

- Students take college-level courses at HCPA
- Standardized AP test is taken by the student
- Many colleges and universities grant credit or advanced placement (meaning you skip the equivalent course once you get to college)
- AP courses offered: Art & Design,
   Calculus AB, Statistics, Computer
   Science Principles, Chemistry, US
   History, European History, Music Theory

#### **CIS (COLLEGE IN THE SCHOOLS)**

- Available to Juniors and Seniors
- Dual-credit courses
- High School and college credits on HCPA and University of Minnesota-Twin Cities transcripts
- Course curriculum set up by the University of Minnesota - Twin Cities
- Taught at HCPA by HCPA teachers
- CIS courses offered: English, College Algebra, and Human Physiology

#### **HONORS-LEVEL COURSES | HONORS COURSES**

- Available for 6-12 grade students in English, Hmong Language, Math, Science and Social Studies
- Explore topics in greater depth and expand critical thinking skills and prepare students for college-level courses

#### **PSEO (POST-SECONDARY ENROLLMENT OPTIONS)**

- High school students attend a Minnesota State College or University
- The student receives both high school and college credit once they pass the course

#### **PSEO Provides:**

- More variety of courses
- College credit at no charge
- When choosing courses, students must consider what courses are needed to meet Hmong College Prep Academy graduation requirements. In addition, students should consider courses that are offered beyond those available at HCPA. Students may earn college credit at HCPA by taking Advanced Placement (AP) and College in the Schools (CIS) courses. Students should work with counselors to ensure the best possible graduation results.
- All PSEO students are required to maintain full-time/part-time credit status. These
  credits may be taken entirely at College or a combination of College and High
  School credits. \*\* Full-time is defined as the equivalent of at least 12 college credits
  per semester at college. The ability to transfer PSEO credits from one college to
  another depends on each individual College or University. Students should contact
  the Colleges or Universities they are considering after High School graduation to
  determine what PSEO credits, if any, the institutions will accept as a transfer and
  how they will treat those credits.
- Students must sign a contract through the counseling office and are required to meet with their high school counselor and CP teacher on a regular basis. These meetings will help ensure they are on track to graduate and getting assistance with college applications.

#### COLLEGES WHERE MOST HCPA STUDENTS APPLY

#### <u> 2 Year Colleges</u>

- Anoka-Ramsey Technical College
- Century College
- North Hennepin Technical College
- St. Paul College

#### 4 Year Colleges

- Bethel University
- Concordia University-St. Paul
- Metropolitan State University
- University of MN-Twin Cities
- Northwestern University-St. Paul

# SPECIAL EDUCATION SOLUTION

The results of Hmong College Prep Academy's 2023-2024 IDC (Indicator Data Collection) record review, as reported by the district and verified by MDE, demonstrated full compliance with due process requirements (both state and federal) that ensures compliant services are provided to students with disabilities.

 Hmong College Prep Academy 4103-07 has not been identified for a comprehensive review during the 2024-25 school year. However, the district will still participate in other aspects of MDE's overall monitoring process.

HCPA was approved by MDE to be a *Work-Based Learning (WBL)* site in January 2024, effective June 30, 2028. As part of the WBL program, an HCPA Advisory Committee was also formed, comprising of school and community members. During the first year of the WBL program, twelve students participated in learning about soft skills, safety in the workplace, labor laws, and role-playing in a variety of workplace scenarios. Students also filled out college applications, mock job applications, and mock W-4s, and learned about bank accounts and budgeting.

The students had opportunities to participate in the following volunteer and work experiences below:

- o 9 students worked in the HCPA Warrior Cafe
- 4 students volunteered at a nursing home 2 days a week
- 4 students assisted in Office A
- 1 student assisted in Office C
- o 1 student worked in the Warrior Cafe every afternoon during MS lunch
- 1 student assisted in IT
- 2 students assisted in 1st-grade classrooms 3 days a week
- 3 students went off-site and worked a paid position at Goodwill 4 days a week through a partnership with MN Vocational Rehabilitation Services (VRS)





#### **BADMINTON**

After the graduation of a large group of seniors, badminton took a step back this year and barely missed the state tournament for the first time in school history. Knowing that the season would be better served as a learning experience, coach Tang Xiong worked to build a baseline of talent with the girls on the team. That skill set will serve them well as they continue to grow.



#### 🐧 <u>Basketball - Girls</u>

A strong underclassmen group and a new coach in Phengxang Vang led to a growing confidence in the girl's basketball team, but ultimately the learning curve was a tough one for this group, as they ended 3-14 on the year. Another year of gelling as a group and additional coaching will help get the team on the right path, leading to a bright future for the team.



#### **BASKETBALL - BOYS**

With some very close games and an impressive freshman class ready to turn around the program, the boy's basketball team played a strong year together as they bonded toward what would be their future at HCPA. Guard-heavy and fast-paced, the team is loaded with enthusiastic and eager players who will show how much potential they possess.



Continuing the tradition of strong placements in the state, Bass Fishing Club has put two teams in the state tournament and two more who can play their way in, standing out as one of the top schools in the state for fishing competition.

#### **ESPORTS**

Placing one student at a state tournament and a team as one of the top in the state, eSports had a strong season that the coaches believe will only continue to improve as more and more players join.

#### FLAG FOOTBALL

Continuing to grow the sport in the state, HCPA flag football stands out as the standard for high school flag football as they turned in an undefeated season and would scrimmage college teams for competition.



#### **FOOTBALL**

For the first time ever HCPA students were able to play high school tackle football. A cooperative agreement with Columbia Heights High School has allowed our students to join the sport at the high school level. With a small but dedicated group led by coach, Yeng Kong Vang, our boys got a view of what the sport is like. Several players became key pieces of the team by the end of the year. Moving to a new team next year (Twin Cities Cooperative Sabers) and a growing group of students participating, HCPA is excited to see this new sport grow in the school.



#### GSA

In a group new to the school, GSA has been added to the groups students can join, and this all-inclusive and supportive group was very popular with students of all ages in the middle and high school.



#### ) <u>HMONG DANCE</u>

Looking to give girls in our school the ability to learn the importance and nuances of Hmong Dance, this team entered its first year with much recognition and finished strong to build towards further growth.



#### **KNOWLEDGE BOWL**

A new club at HCPA, Knowledge Bowl showcased our student's ability to think decisively and quickly about relevant trivia, as the team improved in every competition they entered.



#### **MIDDLE SCHOOL** SOCCER/BASKETBALL/VOLLEYBALL

Middle school enjoyed a great season in sports. Soccer remained one of the best teams in the city, basketball was never outclassed by any team, and volleyball turned in an undefeated season. This will get students around the area talking about HCPA sports for a while.



Finishing out their season at the State Tournament, Robotics continues to grow at HCPA as a new arena in the school and a growing knowledge of the sport will lead to the team exploding in size.

#### SOCCER - GIRLS

Playing a full season for the first time in three years, HCPA girls soccer went through some growing pains as they look to grow their team within the school. Playing a short schedule and concentrating more on learning skills, the girls improved rapidly as the year went along, and new coach Toukee Xiong is excited to see what the girls can do next year.

#### SOCCER - BOYS

With a young team that had only two seniors, the youth on the boy's soccer team got a front-row seat for learning on the fly. The team finished near .500 with the conference's leading scorer, junior Mu Soe. With a strong senior class upcoming and a new coach, Seth Vang, the boy's soccer team has high expectations for their future going forward. They are looking forward to building on a playoff win this year.

#### **TRACK**

In a sport that will transition to a varsity sport next year, coach Sam Janchan started HCPA's first track team. The team placed in two meets during their short season. With a group of students who enjoy the new sport and growing interest within the school, the track team has a bright future ahead of itself.

#### **Girls Volleyball**

Despite playing well in conference and growing a very young team, the girl's volleyball team took some lumps this year, finishing 6-14. Coach Fong Vang will continue the growth of his underclassmen and work to perfect the skills of his teams in hopes of getting back to state competition.

#### **Boys Volleyball**

Reacting well to the news that boys volleyball will be a new varsity sport in Minnesota, HCPA finished as one of the top teams in the city behind an impressive senior class. Working in the most difficult conference in the state, the boys nonetheless held their own in every matchup and have a lot of momentum for success going forward.

#### <u>Wrestling</u>

Another sport new to HCPA, wrestling is now offered at HCPA with a cooperative agreement with Roseville High School. Several boys won the first matches in school history, and with many more signing up for the next year, HCPA will look to provide this sport as a part of the athletic program going forward.



HCPA guarantees that its students can utilize technology with the assistance of the subsequent initiatives and assets:

- Kindergarten to secondgrade students received new Apple iPads, and interactive Epson projectors are at their disposal.
- Students in grades 3-12 enjoy one-to-one access to HP Chromebooks.
- Seamless wireless internet coverage across the entire campus, powered by Aruba Central and capable of supporting devices from the 6th grade and above, ensures students' internet connectivity.

HCPA leverages technology-based applications for communication and innovation:

#### **SCHOOLOGY**

a state-of-the-art communication and learning management system that fosters collaboration between students and teachers for assignments, resource sharing, and grade management in grades 3-12

#### **SEESAW**

a classroom app used globally enhances student engagement and connection in both in-class and distance learning settings for grades K-2

#### **JAMF SCHOOL**

empowers technology specialists to manage all iPads efficiently, allowing for quick app and software deployment to provide students with instant access and teachers with effective teaching tools Additionally, HCPA has introduced new programs and resources:

#### **KAMI**

a leading digital classroom tool, enables teachers to create, send, and grade assignments in sync with online learning management systems such as Google Classroom, Schoology, and SeeSaw

#### **CLASSKICK**

allows teachers to monitor students' progress and offer real-time feedback

#### **SCREENCASTIFY**

utilized by over 70% of U.S. school districts, enables teachers to create videos for various learning environments and assess student completion and comprehension of video assignments

#### INNOVATIVE PRACTICES AND IMPLEMENTATION

#### **ENCOURAGE THE USE OF DIFFERENT AND INNOVATIVE TEACHING METHODS**

#### **RULER Social Emotional Learning Curriculum**

Our school embraces the RULER Social-Emotional Learning (SEL) program as an innovative teaching method that enhances students' emotional intelligence and well-being. RULER, which stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions, equips students with essential skills to navigate their emotions and build positive relationships. This comprehensive approach integrates SEL into everyday learning, fostering a supportive and inclusive classroom environment. By prioritizing emotional literacy, RULER empowers students to manage stress, enhance their decision-making abilities, and improve their overall academic performance. Through engaging activities and practical strategies, our educators create a culture of empathy and understanding, ensuring that every student can thrive both academically and personally.

#### **Instructional Growth and Coaching**

At our school, the NIET instructional rubric serves as a vital tool for our administration and instructional coaching team to support teachers in implementing innovative teaching methods. This comprehensive rubric provides a clear framework for assessing and enhancing instructional practices, focusing on student-centered approaches that engage learners in meaningful ways. By using the NIET rubric, our coaches and administrators can identify areas for growth, facilitate targeted professional development, and promote best practices that prioritize student agency and collaboration. This collaborative process not only enhances the quality of instruction but also empowers teachers to adopt new strategies that foster a dynamic and interactive learning environment, ultimately benefiting all students. Specifically, instructional growth is centered on the following principles: Standards & Objectives, Motivating Students, Presenting Instructional Content, Activities and Materials, Academic Feedback, Lesson Structure & Pacing, Grouping Students, Questioning, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving.

#### MEASURE LEARNING OUTCOMES AND CREATE DIFFERENT AND INNOVATIVE FORMS OF MEASURING OUTCOMES

#### **FastBridge**

At our school, we utilize FastBridge testing three times a year to effectively measure learning outcomes and inform our instructional strategies. This data-driven approach allows us to assess student progress and identify areas for improvement, ensuring that we meet the diverse needs of our learners. By analyzing the results, we can create innovative and differentiated forms of measuring outcomes, moving beyond traditional assessments to include various methods that capture student learning more comprehensively. This commitment to data-informed decision-making enables us to tailor our teaching practices, implement targeted interventions, and ultimately enhance the educational experience for all students.

#### Data Driven Instruction (DDI)

At HCPA, Data Driven Instruction (DDI) plays a crucial role in measuring and enhancing learning outcomes. Through collaborative efforts, teachers develop common assessments that are grounded in academic standards, ensuring consistency and rigor across the curriculum. By systematically analyzing the resulting data, educators can identify trends and gaps in student understanding. This methodical approach allows teachers to make informed instructional decisions that are individualized and student-centered, tailoring interventions to meet the unique needs of each learner. As a result, DDI fosters a culture of continuous improvement, empowering both educators and students to achieve their highest potential.

#### **ACCOUNTABILITY FOR SCHOOLS**

#### **Evaluation System**

At our school, we utilize the NIET instructional rubric as part of a comprehensive evaluation system designed to provide teachers with high-quality feedback on their instructional strengths. This approach not only highlights areas for improvement but also fosters growth and goal setting, empowering educators to enhance their teaching practices and student outcomes. Similarly, we implement the NIET principal rubric, ensuring that our principals receive the same level of feedback and opportunities for growth. This alignment allows school leaders to effectively guide our educational efforts toward strong student outcomes. Our instructional coaching program plays a vital role in this process, supporting teachers as they work to meet their goals and implement effective strategies in the classroom. Together, these systems create a robust accountability framework that promotes continuous instructional and leadership growth, ensuring that every student receives the support and quality education they deserve. By prioritizing accountability at all levels, we cultivate an environment of excellence that benefits both teachers and students alike.

#### Q-Comp

As a Minnesota Q-Comp school, we are committed to creating a strong accountability system that links quality compensation to student outcomes. This innovative program recognizes and rewards educators for their contributions to student learning and achievement, emphasizing the importance of effective teaching practices. By tying compensation to measurable outcomes, Q-Comp motivates our teachers to continuously improve their instruction and focus on student success. This alignment fosters a culture of accountability, where educators are encouraged to collaborate, share best practices, and engage in professional development that directly impacts their students. Ultimately, our participation in Q-Comp reinforces our commitment to excellence in education, ensuring that every student receives the highest quality instruction and support.

HCPA creates new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site by providing rigorous, research-based professional development and leadership pathways. Examples of how HCPA supports teacher growth and ownership of the learning program are described below.

#### **NEW PROFESSIONAL OPPORTUNITIES FOR TEACHERS**

#### **Professional Growth and Development**

HCPA has adopted NIET's TAP system, creating multiple career pathways that empower teachers to take on leadership and mentorship roles. Each department and/or grade level has a lead teacher, and every teacher is paired with an instructional coach trained in coaching practices, while administrators receive training in evaluation. Teachers engage in weekly Professional Learning Communities (PLCs) led by lead teachers, instructional coaches, and administrators. These PLCs are always centered on research-based best practices and student work to ensure continuous growth. All professional development at HCPA is field-tested and developed in collaboration with teacher voice, ensuring its relevance and practicality in the classroom. By adopting TAP, HCPA fosters an environment of professional growth, collaboration, and accountability, ultimately enhancing the student learning experience.

#### Science of Reading Training

In accordance with the MN Read Act, all elementary, EL and Special Education teachers at HCPA have either completed or will be completing LETRS training, with secondary English Language Arts teachers preparing to undergo the same. LETRS (Language Essentials for Teachers of Reading and Spelling) is a comprehensive, research-based professional development program designed to equip educators with deep knowledge of the science of reading. This rigorous training focuses on how students learn to read and how to best teach literacy skills, covering essential areas such as phonology, morphology, fluency, comprehension, and the cognitive processes behind reading. HCPA chose LETRS because it is evidence-based and proven to help educators develop instructional strategies that meet the needs of all learners. To ensure effective implementation, HCPA has five locally trained LETRS facilitators, allowing us to provide educators with ongoing support as they apply strong literacy practices in their classrooms, ultimately enhancing student learning outcomes.



### **IMPROVEMENT PLANS**

#### **CULTURAL COMPETENCY**

#### **FAMILY AND COMMUNITY OUTREACH**

HCPA's Director of Family Engagement is actively engaged with all activities that involve HCPA's families and the greater community, and he oversees a staff of Hmong and Karen family liaisons and enrollment specialists. Relevant communications to families are provided in the Hmong and Karen languages in addition to English, and interpreters are provided at all family events.

#### **Hmong Culture**

Starting in the fall of each school year, members of HCPA's Hmong teaching staff provide cultural training to help staff members better understand our students' culture, language, and background.

#### **School Climate**

Teachers take part in ongoing professional development to build instructional competencies related to motivating students, creating high interest and culturally relevant activities, and fostering student ownership. Activities related to school climate include developing "looks like/sounds like" attributes.

#### **CURRICULUM**

#### **Hmong Language and Literacy**

Starting in the fall of each school year, members of HCPA's Hmong teaching staff provide cultural training to help staff members better understand our students' culture, language, and background.

#### Social Emotional Learning

HCPA has adopted RULER, an evidence-based social-emotional learning curriculum developed at the Yale Center for Emotional Intelligence. RULER's goals include understanding the value of emotions, building emotional intelligence, and creating positive school climates. All HCPA students in grades K-12 receive daily instruction in RULER.

#### <u>Curriculum Review Policy</u>

HCPA's curriculum review policy intentionally looks for inclusivity of diversity and culturally relevant connections.

#### INSTRUCTION

#### TRAINING AND PROFESSIONAL DEVELOPMENT

HCPA believes in the importance of all teachers and staff having a solid understanding of our students as human beings, with backgrounds and lived experiences that impact their day-to-day learning. Here are some of the ways in which HCPA provides training and professional development:

#### **Mental Health**

Each fall the school staff receive mental health training from both outside providers and internal staff members on ways to identify and support the mental health needs of our students, with special attention to cultural aspects related to mental health.

#### <u>The Catalyst Approach for K-12 Educators Training Program</u>

Teachers participate in training to learn patterns of powerful communication strategies to increase connection, particularly with students representing various cultures, while reducing interactions that cause confusion, frustration, and inequity. Additional training includes student engagement and maintaining positive relationships with students. This is done through job-embedded professional development, and in-class modeling and support.





# **FO EQUITARI**

#### **Teachers:**

Despite the teacher shortage throughout Minnesota and the nation, HCPA has been able to increase the number of teachers and staff of color, and to more intentionally elevate the voices of our teachers and staff of color in order to provide even more meaningful and relevant environments and learning experiences for HCPA students.

#### Administration, Leadership Team and Staff:

HCPA's administration, leadership team, and staff include many individuals who share the Southeast Asian ethnic backgrounds of our predominantly Hmong and Karen student population. This alignment between staff and student backgrounds fosters strong connections and understanding within the school community.

For those members of the leadership team who do not share these ethnicities, they bring extensive experience in working with HCPA's diverse student body. Notably, HCPA's Chief Academic Officer has been with the school since its founding in 2004, providing a deep understanding of the school's mission and the unique needs of its students.

Additionally, several HCPA graduates have returned to the school as staff members, serving in roles such as student support specialists, teachers, office staff, and family liaisons. Their firsthand experience as former students of HCPA uniquely positions them to support current students and further strengthens the sense of community and continuity within the school.

#### **Teaching Staff:**

HCPA is committed to equitably distributing diverse, effective, and infield teachers to support its students. As of 2024, 28% of our teaching staff are teachers of color, with a significant number identifying as Hmong. This marks an intentional increase from 21% to 28% over just two years, showcasing our dedication to cultivating a teaching staff that mirrors the our student body.

We believe that a diverse teaching force strengthens the learning environment by fostering deeper connections between students and teachers, encouraging cultural understanding, and enriching the academic experience. To continue advancing this mission, we have actively pursued recruitment efforts focused on attracting diverse candidates. HCPA has been awarded Grow Your Own and Teacher Mentorship Grants from the Minnesota Department of Education, which support our initiatives to recruit and develop teachers of color. These grants reflect our commitment to growing a teaching workforce that reflects the backgrounds and experiences of our students.

For teachers who are working toward full licensure (Tier 1 and 2), HCPA's leadership team collaborates with them to ensure a clear path toward obtaining a Tier 3 or 4 license. We utilize both grant funding and internal supports to assist educators in becoming fully licensed. Moreover, HCPA's robust coaching program provides ongoing instructional support and feedback, ensuring that all teachers, including those without a Tier 4 license, have access to high-quality professional development and mentorship.

Our PLCs and Data-Driven Planning Meetings further ensure that all teachers, regardless of licensure tier, deliver equitable, rigorous instruction to meet the needs of our student population. Through these efforts, HCPA strives to create an inclusive, dynamic teaching community that is both reflective of and responsive to our students' cultural and academic needs.



#### **AANHPI Group:**

HCPA established an Asian American, Native Hawaiian, and Pacific Islander (AANHPI) group to support and uplift the voices of our AANHPI teachers and staff. The group serves three key purposes:

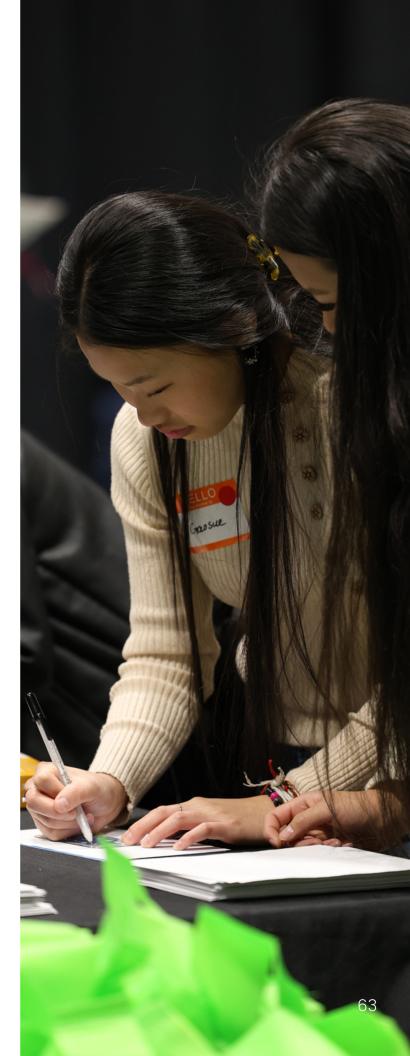
- 1. Elevating Voices and Fostering Community: The AANHPI group creates a safe, supportive space where Asian American, Native Hawaiian, and Pacific Islander staff can share their experiences, build a sense of belonging, and advocate for their unique perspectives within the school community.
- 2. Building Connections with Students: The group also focuses on fostering meaningful relationships between staff and students, creating opportunities for students to connect with educators who share their cultural identity and background, further enhancing their sense of belonging and pride.
- 3. Professional Development: The AANHPI group has taken an active role in professional development for all staff, leading trainings on important topics such as Namesakes, The Opportunity Gap, and Dimensions of Culture. These sessions aim to raise cultural awareness, reduce disparities in opportunity, and enhance the understanding of diverse identities across the school community. By building both internal support and community outreach, this group plays a vital role in ensuring that HCPA's environment is inclusive, welcoming, and empowering for all.

# DISSEMINATION OF INFORMATION

During the 2023-24 school year, Hmong College Prep Academy strengthened its community ties through extensive outreach and collaboration with various local organizations. To promote student enrollment and engage families from diverse backgrounds, we partnered with the Boys and Girls Clubs of the Twin Cities, hosted a registration booth at the Hmong Town Market Place, and showcased a marketing video and banner at Hmong Village. We also took an active role in the annual Como Neighborhood Ice Cream Social, furthering our community involvement.

Our outreach efforts extended beyond events. We conducted widespread postcard mailings to families and residents across the Twin Cities, ensuring our message reached the broader community. Additionally, we utilized our school parking lot for fundraising during the State Fair, fostering a stronger sense of connection as we engaged with families and neighbors. In our commitment to building partnerships, we collaborated with various community leaders and non-profit organizations to bolster student recruitment. Social media platforms like Facebook also played a key role in our marketing efforts, helping us reach an even wider audience.

These initiatives reflect our dedication to fostering meaningful relationships and ensuring that Hmong College Prep Academy continues to grow as a vibrant and inclusive educational institution.



# FAMILY ENGAGEMENT

The Parent Engagement department worked closely with both the Operational and Academic teams to enhance the school's culture and climate. We strived to increase student enrollment, ensured parent satisfaction, and supported teachers and academic staff in maintaining high academic standards. According to our Spring 2024 survey, over 97% of parents expressed being satisfied or very satisfied with HCPA and our efforts to involve families and support student success.





- The Parent Teacher Organization (PTO) is committed to collaborating with the school to develop various programs for students, families, and teachers during the school day and after school hours. This year, the PTO raised over \$5,000, providing financial support to numerous student committees and covering operational expenses. These funds helped purchase traditional Hmong outfits for the Hmong Dance Team as well as new equipment for the gym and for Field Day. PTO is dedicated to continuing its fundraising efforts to support the school community further.
- The Parent Empowerment Academy (PEA) holds a vital role in supporting families by offering classes that help them better support students at school and at home. During the FY 23-24 school year, PEA conducted two sessions: one in Fall 2023 and another in Spring 2024. This 8-12 weeks program focused on enhancing parenting skills and fostering school engagement. Each week, a different topic was covered, emphasizing the importance of parent-student collaboration and active participation in the educational process.

#### STUDENT ENROLLMENT

Our unique approach to student enrollment reflected our school's commitment to inclusivity. We have experienced steady growth in student numbers, closing the FY 23-24 school year with an Average Daily Membership (ADM) of 2468.38. The report from October 1st showed an enrollment of 2,508 students, marking the highest in HCPA history. This growth is a testament to our school's work and the enrollment team's dedication to engaging with families, students/staff, communities, and community leaders. By meeting families where they are and fostering a welcoming and inclusive environment, we will continue to work together to increase our student enrollment numbers.



# > FUTURE PLANS

HCPA has identified six areas for our 2023-2028 strategic plan that will propel our school plans for improvement and sustainability:



#### **COMMUNITY**

PHYSICAL ENVIRONMENT





**OPERATIONS** 

**FINANCES** 





CURRICULUM AND INSTRUCTION

**FACULTY AND STAFF** 





- 1. Increase student participation in extracurricular activities to support the development of the whole student and to build community.
- 2. Increase parent and staff participation in extracurricular opportunities to build connections and relationships within the HCPA community.
- 3. Implement a service-learning project requirement so that all graduating seniors build skills and give back to the community.

#### Years 0 and 1 Progress during the 2022-2023 and 2023-24 School Years:

- HCPA administration, counseling, activities, and athletics departments are currently creating a list of current extracurricular activities, and in Spring 2024 will compare this list to other schools.
- HCPA is currently creating a survey to identify interests from students, parents, and staff.
- Administration is gathering feedback from staff who are potentially interested in being part of the service-learning project.

#### **PHYSICAL ENVIRONMENT**



1. The use of HCPA's facilities, including furniture, technology, and indoor/outdoor spaces, will increasingly support the mission, vision, and instruction of the learning community.

#### Years 0 and 1 Progress during the 2022-2023 and 2023-24 School Years:

 HCPA operations, counseling, and advancement team members are generating a list of needs and how they connect to student learning.



- 1. Diminish the amount of instructional time lost on operational activities so that operational systems will efficiently support and enhance the academic and instructional programs at HCPA
- 2. Minimize the faculty supervision needed for operations to maximize personnel.

#### Years 0 and 1 Progress during the 2022-2023 and 2023-24 School Years:

 HCPA teams analyzed the breakfast and lunch schedule to revamp it for Fall 2023, resulting in additional time for Zero Hour, which is approximately 25 daily minutes used for tutoring, intervention, and other academic support activities.



1. Establish a target fund balance between 25-50% in line with strategic goals, including updates to staffing pay scales.

#### Years 0 and 1 Progress during the 2022-2023 and 2023-24 School Years:

 HCPA's CFO and finance committee are researching area pay scales in schools of similar size, populations, and structure.





1. Improve MCA reading and math assessment scores by implementing student-centered curricula and instruction that builds each learner's academic, social, and technical skills so that they will be successful after graduation.

2. Implement a school-wide MTSS (Multi-Tiered System of Supports) that focuses on structures to support student success.

#### Years 0 and 1 Progress during the 2022-2023 and 2023-24 School Years:

- A student focus survey was implemented to gather feedback from students on the following topics: engagement, teaching styles, homework, use of questions in the classroom, and parental involvement.
- Gather teacher input on determining a school wide instructional goal from HCPA's instructional rubric. Teachers voted for Motivating Students, and ongoing training is being provided on this topic during the 2023-24 school year.
- Leadership Team members took part in an inter-rater reliability activity for scoring the instructional rubric indicator of Motivating Students; as the schoolwide instructional goal area all teachers are evaluated on this indicator.
- Expand the school's SST (Student Support Team) membership to create more
  efficient meetings that result in actionable outcomes for students who have
  been referred for additional support.
- The school's EL, Special Education, and Intervention Service teams have used student data to more efficiently and effectively coordinate daily services for students so that Tier I classroom time is maximized while still providing additional support as needed.
- Each grade level (elementary) and department (secondary) has created an academic goal that is supported through weekly PLCs.
- HCPA's elementary school adopted and began implementing a new English language arts curriculum, Wonders, during the 2023-24 school year.
- HCPA began implementing a new social emotional curriculum, RULER, during the 2023-24 school year.





- 1. Retain 90% of staff offered a renewal agreement each year and 35% of staff identify as "Promoters" on NPS (Net Promoter Score) items on annual surveys.
- 2. Implement an ongoing professional development program that promotes best practices, and collaboration, and increases career ladder opportunities for staff.
- 3. Implement an explicit recruitment and search program to identify and hire appropriate faculty and staff.

#### Years 0 and 1 Progress during the 2022-2023 and 2023-24 School Years:

- Directors and assistant directors of teaching and learning have provided practice evaluations to all new teachers to provide intensive support and coaching.
- Directors and assistant directors of teaching and learning are doing mid-year meetings with all new teachers to get feedback and triage supports that are needed as part of the onboarding process.
- Human resources has created a New Employee Social Hour to build community and support for new staff members, which also results in new employees having a better understanding of the history, mission, and core values of HCPA.
- HCPA has created a new position, Teaching and Learning Specialist, to provide oversight and training to the school's six new instructional coaches who provide daily support to all teachers in the areas of curriculum and instruction.
- HCPA applied for and received \$385,244.00 as part of a Grow Your Own grant, which allows approximately six members of the HCPA staff to earn, tuitionfree, a teaching license. This grant was created by the Minnesota Department of Education to diversify the teaching force.