



HMONG COLLEGE PREP ACADEMY DISTRICT 4103-07

2014-2015

CHARTER SCHOOL ANNUAL REPORT

Dr. Christianna Hang, Superintendent

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School Name, District Number, Address

Hmong College Prep Academy Charter School

District Number 4103-07
1515Brewster Street
Saint Paul Minnesota 55108
651-209-8002

- a) HCPA is approved to serve grades Kindergarten through 12th grade
- b) HCPA serves Kindergarten through 12th grade
- c) HCPA first began operations in 2003
- d) HCPA's website is www.hcpak12.org

HCPA Mission, statutory purposes, goals and program model

The Hmong College Prep Academy Mission statement

Provide the best integrated, challenging, and well-rounded educational experience to students in grades K-12.

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

- Leverage the strong relationships developed with its families, community leaders and partnering organizations.
- Ensure that Hmong-based leadership and strategic direction is present within all organizational levels.
- Mold engaged citizens who have a global perspective on how they fit in the world through academic exploration, celebrations (World Culture Day) and community outreach.
- Provide a public school learning environment that is unthreatening, structured and safe.
- Develop and nurture pride within the rich heritage of Hmong culture through language literacy, the arts, traditional food and values.
- Instill a philosophy that the learning process is challenging, interactive and fun.
- Integrate the concept and reality of college through fun activities (C3 Power Days), coursework, and mentorships.
- Foster a social environment that develops trust, respect, friendships and self-discovery within our students.
- Empower a passionate and caring instructional staff to motivate HCPA students to do their best.
- Encourage students' participation in an appealing, well-rounded and diverse array of activities.

The result:

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

HCPA Program Model

Because of the dedication of the founders, the governing board, administration, faculty, staff, parents and other stakeholders, HCPA strives both daily and annually to meet the six purposes outlined in the evaluation form. This narrative will highlight how these purposes are met.

HCPA has not adopted a commercial “model” from a publisher because a rigid model would not be a benefit for the faculty nor the students. The core student population is nearly 100% South East Asian. Great effort is made to identify and address the needs of students that come to us with different cultural experiences, learning styles, and languages. All testing data reflects the efforts of the administration and staff to meet those needs. Over the years, HCPA has used quantitative and qualitative data to monitor and improve our programs.

HCPA has grown over the past 11 years by addressing the needs of the students, staff, parents, and community members. We endeavor to expand our high school programs and activities to provide experiences for our high school students that can equal or exceed the best public schools. A broad K-12 curriculum program addressing fine arts, sciences, and literature is provided to our students including public speaking, drama, visual arts, music, chemistry, technology, foreign languages, and athletics. College in School (CIS), honor classes, college and university campus connections, community service and discovery are part of the main stream program.

In the spring of each year, HCPA hosts a K-12 Career Fair in our gymnasium. Tables and additional areas are provided to business and/or service representatives so they may provide information and answer student questions. Representatives range from medicine, emergency services, military, police and other enforcement agencies, restaurants, retail, legal, technology, universities and colleges, etc.

The K-8 program includes many of the same opportunities provided at the high school level including drama, visual arts, technology, science labs, athletics, and the Career Fair.

Twice annually, all students and parents are invited to participate in the Scholastic Book Fair that is held in conjunction with the two Parent/Teacher Conferences. The students benefit in two ways from the Book Fair: students can purchase books at a reduced price and proceeds from the fair are used to purchase additional books for the library.

We have a state-of-the-art library with over 20,000 titles, teacher and student resources, online access to the school catalog, digital and e-books, and every year we add over 2,000 titles to our library to meet the needs of all of our K-12 students, teachers and staff.

Support for governing board, parents, staff, and students

The student body is made up US born children and many other minority student groups from East Asian, East Africa, Serbia and the United States. There is an average of 10 different languages and culture spoken by the students.

All school-based activities are communicated to parents and community members in such a manner that their cultural and linguistic needs are addressed. Written and oral communications are presented English and in the language of the parents and/or community members, as needed. All instruction is taught in English and based on the Minnesota State or National Common Core standards. There is native language support in the classroom for our new-to-country students.

Governing board members are provided all necessary documents, department updates and district and classroom newsletters needed to support board decisions.

Support for Vision and Mission model

The Vision and Mission statements are professionally printed and available through <http://hcpak12.org> for all students, staff, and visitors to view throughout the school and classrooms. Through our Care, College and Career (C3) program, the core vision and mission is discussed and reflected upon on a monthly basis to encourage our students to perform at their highest potential.

Another new initiative, Positive Behavior Intervention Strategies (PBIS) begun in the 2014-2015 also outlines the vision and mission along with three simple statements – Respect for self. Respect for others. Respect for the community.

Standards-based curriculum

Each year new and returning teachers attend structured training sessions on the content standards including any recent changes implemented by the state department. It is very important for new teachers to know and understand how to implement content standards in their daily plans. All teachers are trained on the requirements of the school as well as state required assessments and connections to content standards.

The selection process of new curriculum materials is based on the level of support provided within the content or activities. Teachers are included on grade-level and content-level selection committees. Also, during the selection process, a variety of curriculum materials provided by established publishers are available for review by students, parents, community and board members. The committee then makes its recommendations to the administration and governing board.

Grade-level and content teachers are required to connect standards to their lesson presentations and activities. A portion of their evaluation instrument includes this requirement.

Professional development plan

Structured staff development opportunities are provided at the beginning of each school year. Teachers and staff members are provided 10 full days of structured staff development including lesson planning, instructional strategies, connecting state standards to content, classroom management, grading and more before school begins. Teachers are engaged in weekly professional learning communities (PLC) to promote effective teaching and student-learning strategies. Three half days are provided during the year to teachers and staff members for informal discussions and to address issues that may arise. Teachers are provided additional staff development days and/or partial days to allow them to focus on their classroom and instructional issues. Help is available to support individual teachers or groups by administrative members or identified experts in their fields.

TAP Program

Hmong College Prep Academy (HCPA) adopted TAP (Teacher Advancement Program) in 2011. TAP encompasses teacher evaluations, PLC's and coaching in one system. The TAP program has an evaluation system capable of differentiating teacher performance levels and providing feedback for improvement, ongoing professional growth using student and teacher data to guide improvement, recruitment and retention of effective teachers, and the creation of a challenging, rewarding, and collegial environment focused on high-quality instruction and student learning. TAP is based on four elements designed to enhance teacher performance and job satisfaction:

- Multiple career paths
- Ongoing applied professional growth
- Instructionally focused accountability
- Performance-based compensation

Multiple career paths. In TAP schools, skilled teachers have the opportunity to serve in positions of leadership as master and mentor teachers. Master and mentor teachers along with administrators form a leadership team, to deliver professional support and conduct evaluations.

Ongoing applied professional growth. TAP teachers participate in weekly cluster group meetings in which they examine student data, engage in collaborative planning and learn instructional strategies that have been field-tested in their own schools. Professional development also includes master and mentor teachers modeling lessons, observing classroom instruction and supporting other teachers to improve their teaching.

Instructionally focused accountability. Teachers are observed in classroom instruction several times a year using the TAP rubric. Evaluators are trained and certified, and leadership teams monitor inter-rater reliability. Evaluation results are used as feedback for coaching and planning future cluster group meetings.

The TAP model is research-based and in a study published by the Stanford Institute for Economic Policy Research found that schools implementing the TAP system increased student achievement gains more than similar non-TAP schools.

Performance-based compensation. Along with our school's participation in Q-Comp, teachers in TAP schools have the opportunity to earn bonuses based on their observed skills, knowledge and responsibilities, their students' average growth, and the entire school's average growth.

School Enrollment

Hmong College Prep Academy is a public charter school that serves students in grades K-12 and is open to all students. The Governing Board of HCPA approves the student enrollment projection per grade level based on the district five-year long-range budget plan model.

For a parent to register their child as a student at HCPA, students/parents can 1) print an enrollment application found on HCPA's website, 2) complete the application online, or 3) come to the school and complete the enrollment application. The student application consists of: student questionnaire, general data of the student, the school year for which the student is applying, the student's grade level, full name, address, phone numbers, siblings enrolled with HCPA, and parents/guardian emergency information. For our recruitment records, we inquire how the parents or students heard about HCPA. After the enrollment application is completed along with the parent/guardian signature, the application is forwarded to the registrar's office for processing.

The registrar mails the student acceptance letter along with the rest of the registration paperwork to the parent/family. The registration packet includes the following:

- Emergency information form
- Demographic information for the students
- Health information form including hospital/clinic/doctor's information
- Transportation requests
- Application for Educational Benefits form with directions
- Classroom supply list

The parent/guardian must again sign and return the forms from the packet to complete the application and enrollment process.

An up-to-date immunization record is required but all students are allowed to attend until the parents can bring the record to the school. No child is refused entrance into class because of the lack of an immunization record or birth certificate.

When the optimum enrollment per grade level has been met during the open enrollment period, the school will continue to take new student enrollment applications but place the student's name on the student grade level waiting list according to the date of the application. When a seat comes open due to student drop in enrollment, the school will pull the first student on the dated waiting list and notify the parents. After the open

enrollment period has passed and there is grade-level availability, prospective students from the waiting list will be contact. The school will continue to enroll students if the student count for each grade level has not been met.

Enrollment at the school

2013-2014 school year: 1,118 students (as reported on June 5, 2014)

K grade – 75	Grade 5 – 76	Grade 10 – 89
Grade 1 – 74	Grade 6 – 81	Grade 11 – 89
Grade 2 – 72	Grade 7 – 99	Grade 12 – 88
Grade 3 – 65	Grade 8 – 108	Grand Total -
Grade 4 – 90	Grade 9 – 112	1118

Site Demographics: Percentage of students by ethnicity

Asian	98.39%
Hispanic	0.27%
American Indian	0.00%
African-American	1.16%
Caucasian	0.18%
Special Education	11%
Free/Reduced Priced Lunch	88.3%

Geographical Coverage

Our students live in a wide area of Minneapolis and St. Paul, Brooklyn Park, Brooklyn Center, Cottage Grove, Maplewood, Oakdale, North St. Paul and surrounding suburbs.

Student Attrition/Retention

This table identifies the number of students enrolled at the school during the 2011-2012, 2012-2013 and 2013-2014 enrollment. Data is based on October 1 Average Daily Membership (ADM).

Student Attrition Rates & Retention Rate

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Attrition Rate	Retention Rate
2011-12	29	25	28	22	38	29	53	69	67	80	79	77	86	1%	99%
2012-13	56	52	59	64	54	61	58	83	94	75	97	80	84	10%	90%
2013-14	82	91	98	87	78	98	91	96	107	110	102	85	95	10%	90%

Students that enrolled at HCPA for more than one academic year, the retention rate is 90%.

Governance and Management

Authorizer: Concordia University

Currently, Hmong College Prep Academy has received its sponsorship contract (renewed through June 30, 2016) by the school's authorizer, Concordia University, St. Paul (CSP). CSP requires regular reports from Hmong College Prep Academy to track the progress of student members through the years of attendance. Some of the required information is communicated through the ex-officio board member.

CSP continues to be the authorizing organization of Hmong College Prep Academy Charter School District. CSP is a liberal arts university with a strong mission to support multicultural education and other projects in the Twin Cities. The University hosts the first Hmong Cultural Center which provides studies in Hmong culture and sponsors programs designed to raise awareness and support for Hmong immigrants in the metropolitan area. The Director of the Center for Hmong Studies is Lee Pao Xiong. He is a former board chair of Hmong College Prep Academy (2003-2005). CSP is financially stable and well-grounded in the education field. The University sponsors six charter schools in addition to Hmong College Prep Academy.

Concordia University, St. Paul is actively involved in the operation of the school. It has one faculty member, Dr. Paul Hillmer who serves as the liaison and an ex-officio member of Hmong College Prep Academy governing board. Dr. Hillmer is a former high school teacher and is very active in supporting the school. He visits the school on a regular basis and provides assistance to the leadership of the school. He is in attendance at nearly 100% of regular board meetings and often is in attendance at special board meetings. He attends several of the school functions throughout the school year. Dr. Hillman can be reached at phillmer@csp.edu

Governing Board Members

Currently, there are seven elected board members and each serves a 3-year term. The board membership terms of service are staggered to ensure that a majority of the board members are not due for re-election or replacement in any one election year. The seven board members comes with extensive and diverse background in finance management, business, marketing, law, engineering, education and community relations and leadership skills. They provide the ultimate fiscal fiduciary responsibility and ensure that HCPA district delivers a sound and rigorous education program for all students.

2013-2014 Charter Public School Board

NAME	BOARD POSITION	TERM	CONSTITUENCY REPRESENTED	3 REQUIRED BOARD WORKSHOPS & DATE of TRAINING
Cave, James	Required Teacher Seat	July 2013-June 2016	Teachers	Governance (10/26/13) Finance (10/26/13) Oversight Employment (10/26/14)
Hang, Lao Lu	Required Community Member Seat	July 2012-June 2015	Community	Governance (8/16/11) Finance (8/16/11) Oversight Employment (8/17/11)
Moua, Kia	Required Parent Seat	July 2012-June 2015	Parents	Governance (12/6/10) Finance (8/9/11) Oversight Employment (10/29/11)
Schiung, Maisian (no required status)	Community Member/Parent	July 2013-June 2016	Community and Parents	Governance (8/9/11) Finance (8/9/11) Oversight Employment (8/9/11)
Vang, Kalc (no required status)	Community Member/Parent	July 2014-June 2017	Community and Parents	Governance (8/13/10) Finance (8/9/11) Oversight Employment (11/13/10)
Thaow, Vue	Community Member/Parent Seat	July 2013-June 2016 Replace previous Board Member Sept 2013	Community and Parents	Will attend board training when workshop becomes available.
Yang, Lucas	Community Member/Parent Seat	July 2014-June 2017	Community and Parents	Governance (8/9/11) Finance (8/9/11) Oversight Employment (9/9/11)

Board Organization

The Board addresses issues of “conflict of interest” through the board nominating interview and background process. Each candidate is interviewed by the Board Nominating Committee and a thorough background check is run on each candidate. Once the candidate has cleared the background check and is selected through the interview process, his/her name is added to the voting ballot. Through this formal search, we believe that our candidates are outstanding citizens and can be trusted to fulfill obligations of being a board member. Board training for new and returning board members is provided by approved MDE vendors.

HCPA board members also completes a *Conflict of Interest* form on an annual basis.

Bylaws

The board reviews and updates the Bylaws as necessary as the need arise to comply with the changes in laws or board governance process.

Minnesota Open Meeting Law

HCPA strives to adhere to the Minnesota Meeting Laws. The administration provides agendas of upcoming board meetings to parents and community members by posting them on the school’s website, providing written notification to all stakeholders, and ensuring that all agendas and other notices are posted according to the Minnesota Open Meeting Laws. All stakeholders are welcome to attend the board meetings as public views. Contact information of board members are posted on the HCPA website (hcpak12.org) and are available upon request from the front office.

Board Processes

All governing board meeting agendas, minutes and pertinent information are posted on the HCPA public website according to Minnesota Open Meeting Laws (see above). The governing Chairperson (or designated board representative during chairperson’s absence) opens each board meeting at the previously designated time and in the Board Room at the school. Upon opening the meeting, the Chairperson notes the date and time and board members attendance is recorded. The board members are provided binders with all pertinent information provided along with additional materials. The Chairperson then continues to run the meeting according to the Agenda. At no time is the agenda ignored.

Board Performance

During the school year and within the off-calendar dates, issues concerning policies, procedures and budget, expenditures, contacts, communications and reports are addressed by the board in a timely manner according to the calendar requirements. Before board members attend each meeting, they are requested to be well informed concerning agenda issues that will be addressed during the next meeting via electronic mail. Each board

member is provided an HCPA-assigned email and has the option to use either their personal or HCPA email.

Over the years, the continuity of board members reflects how stakeholders appreciate the work of individual members. Even so, a great effort is made on each election year to reach out to highly qualified community members to add their expertise to the wisdom of the governing board.

Committees and panels

HCPA provides opportunities for staff, parents and students to be involved with the many activities of our school. The committees (teams) and panels are successful because there is a common goal – student involvement and achievement.

As HCPA has grown in enrollment, our parent organization and support has also grown. More parents are willing to work at activities, such as the Book Fair, School Carnival, or serve as chaperones on field trips. We are also enjoying more parent participation at our annual all-school picnic – this is very important because parents feel free to approach teachers and administrators in an informal setting and to experience their students' teachers out of the classrooms.

Parent Academy is a new initiative, started in 2012-13, and we have continued in 2013-14. Parent Academies are theme-based and provide parents and students an opportunity to connect with school initiatives like *Reading is Fun* and other community members and organizations. Offered quarterly, each themed event targets K-12 grade students and their families to encourage improved communication and effective outcomes. Attendance at the Parent Academies has increased with each event and we have nearly 500-700 attendees.

Community members and organizations have included, dental and health care, county libraries, local YMCAs, Hmong Nationalities Organization, local colleges, to name a few.

The HCPA Leadership Team was formed during the development of the original staff. It was seen as very important for the leadership team to contain team members that were informed concerning the operations of the administrative portion; the safety, development and operation of the school/district and the security of all staff and students; teachers' needs and strengths from both an administrative and classroom perspective.

List of policies

The Board Governance adopts necessary policies to comply with Minnesota State statutes and reviews the policies as necessary to remain in compliance. (Please see jump drive for district policies.)

Board policy manuals are available in the main office and superintendent's office. They are made available on site for any stakeholders or community members to view.

Framework of the Management Team

A brief description of the roles and responsibilities of each member of the team.

Name	Roles and Responsibilities
Dr. Christianna Hang	District level responsibility for finances, operations, academic achievement and compliance with all MN and federal laws and mandates: Reports to governing board: Has a Doctorate in Administrative Leadership and MN license for Superintendent.
Pao Yang	District/school level responsibility for safety, facility, and operations; compliance with all state and federal laws and mandates that affects the daily lives of students; transportation, food service, etc. Reports to the board chair.
Danijela Duvnjak	Director of Teaching and Learning (DTL). School level accountability for all activities dealing with teaching and learning, including TAP program guidelines, rubrics, and evaluations. Trains Master and Mentor teachers to work with PLC members; responsible for data collection, presentation, analysis and data driven instruction. Reports to Dr. Hang.
Dao Lor	Assistant Director of Teaching and Learning. School level accountability for all activities dealing with teaching and learning, including TAP program guidelines, rubrics, and evaluations. Trains Master and Mentor teachers to work with PLC members; responsible for data collection, presentation, analysis and data driven instruction. Reports to Mrs. Duvnjak.
Data Team	Schedule and implement all grade level or school wide testing; train teachers to use data to improve instruction; assist teachers to use all technology that is available to them; implement TAP using data. Reports to Dr. Hang. Two licensed and two non-licensed staff. Reports to DTL.
TAP Team	4 Master and 8 Mentor Teachers oversee all aspects of the TAP Program. Certified teacher evaluators provide mentorship and coaching to classroom teachers on an ongoing basis. Reports to DTL.

Summary of Actions taken because of survey results

In order to keep abreast of underlying needs or issues, HCPA developed survey prompts for staff members from the first year of operation. We have used those results to bring proposals to the administration team and then to the Board. Later, surveys that included students, staff, faculty and parents were designed to reflect questions and statements received from these groups. It was very important for HCPA operations to reflect the concerns and issues brought to us by stakeholders, such as suggestions concerning spring

celebrations, including Prom and Graduation ceremonies, were taken seriously and implemented. Other survey results address school safety issues, hallway control, drugs and tobacco, harmful materials, and student interests for additional offerings during the school day and during out-of-school time. Results from these surveys including students, parents, staff, faculty and administration are critical for the improvements of our school operations.

Evaluation of Members of the Leadership Team

Once each year, the governing board evaluates the Superintendent using a mutually developed instrument. Once the evaluation is complete, the governing board addresses the outcomes. All other members of the leadership team are evaluated annually by the Superintendent. The evaluation instrument is approved by all parties before the formal evaluation process begins.

Evaluation of Licensed Teachers

HCPA uses the Tap Framework based on the best practices of Daniel Model to conduct formal evaluation of teachers. Each teacher is being evaluated using this framework four times per year which documents both the areas of improvement and the areas of refinement. Teachers then receive ongoing coaching and mentoring by Master/Mentor teachers for areas of refinement.

Professional Development for un-licensed administrators/leaders

HCPA does not hire personnel in any administrative or instructional leadership role that are not licensed or formally trained for the position.

Food Service Program

HCPA participate in providing Food Program to its student through the MDE Food and Nutrition Department. Over the past five years, HCPA has been approved to offer the Provision II Food and Nutrition Program where all students can eat for free regardless of their parents' level of income. This program is available to schools with high poverty students that qualify for Free and Reduced Lunch. HCPA has 85% FRP students.

HCPA also partnered with MDE Food and Nutrition for a "Fresh Fruit and Vegetable Program" through a grant. The Fresh Fruits and Vegetable Program (FFVP) provides fresh fruits and vegetables to K-8 students.

Facilities, Building Lease, Meeting School Needs

HCPA leases the building that houses the school from Hmong Education Reform Company (HERC Building Company). HERC Building Company and the school recently completed Phase 3 of the board approved new construction and expansion of the physical school. All state requirements for K-12 school construction and improvements were closely followed and the final site was signed off by state authorities.

In addition, in order to more fully meet the needs of our students, HCPA has addressed all curriculum areas by renovating the existing K-8 building:

- 2 science classrooms, 1 lab classroom
- 3 math classrooms
- 4 English classrooms
- 2 Special Education classrooms
- 1 music room (K-6 music)
- 1 visual arts classroom room
- 1 computer lab with laptops on carts
- 1 K-12 lunchroom (three eating areas)
- 1 additional K-8 Multi-Purpose room/gym
- Continued access to the full stage for school-wide presentations and celebrations

Additionally, a new 78,000 square foot building addition provides additional 9-12 classrooms and services:

- 4 additional science lab/classrooms
- 4 additional math labs/classrooms
- 4 additional English classrooms
- 1 auditorium for literary presentations
- 4 additional Special Ed classrooms with access to math and science labs/auditorium
- 2 additional expanded music rooms for band/orchestra/choir/chorus structure
- 1 additional visual arts classroom; graphic art will have access to additional computer lab
- 1 additional media center/computer lab/library
- 1 additional lunchroom
- 1 additional auditorium/performance theatre, seating for 500 participants
- Continued access to full stage for school-wide and high school presentations
- 1 new state of the art Technology Lab
- 1 new STEM technology Lab
- 1 conference room
- Additional administrative wing

Minnesota Data Practices Act

HCPA complies with the Minnesota Data Practices Acts and incorporates the appropriate required policies into the District Employee Handbook for all employees to review and sign off each school year. As the laws change, the HCPA board incorporates the changes into the policies and adopts the changes as needed.

Strategic Plan

The district has a self-renewing five-year strategic plan for increasing the achievement of all students within the annually revised School Improvement Plan. The Plan is a living document and is used as the foundation for all school decisions and programs. ELL,

Special Education, College in Schools (CiS), after school sessions, independent learning plans, faculty training sessions and other school activities such as sports are based on the content standards and school achievement.

Each new school year and during training days, results from achievement tests and surveys are presented to new and returning teachers. Teachers and support staff are provided time and guidance to determine the impact of the data on the school, their grade levels or content area, and the individual teachers' yearly planning.

The Superintendent reports progress in the School Improvement Plan and other results to the governing board, as appropriate during school meetings. Recommendations for changes or support for activities is given or rejected by the governing board. Again, all recommendations are based on the Strategic Plan.

Employment

HCPA has policies in place that address recruiting policies and procedures for conducting employee performance reviews. All policies are available in the district office.

HCPA board has a nepotism policy in place to ensure that no one receive preferential treatment due to any relationship.

Records

The Data Practices Act requires all schools to create and retain student and other records.

HCPA retains all student cumulative files, staff/human resources files, attendance records, purchase and invoices, etc. for the prescribed length of time as required by HCPA Record Retention Policy.

Health and Safety Plans

HCPA has adopted Safety and Health Policies to safeguard the schools and district.

Assurances

HCPA has completed all necessary Assurances to the Department of Education.

MDE Audits

MDE is scheduled to conduct an Audit for Food and Nutrition program in January, 2015.

HCPA is in compliance with all financial audits.

Statutory Compliance

HCPA is in compliance with all statutory guidelines.

Staffing (see Appendix A)

Operational Performance Indicators in FY2014

Finances

- a. Did HCPA receive the Finance Reward in FY2014? **Yes**
- b. Is HCPA currently in S.O.D.? **No.** If yes, how long? **N/A**
- c. Most recent fund balance? \$4.3 million
- e. HCPA finances are contracted to a finance management company. N/A
 - All invoices are paid within the first 30 days or sooner.
 - All payroll is current.
- f. All reports required by MDE are provided in a timely manner.
- g. All state/federal taxes, pensions, and insurance payments are current.
- h. To assist the Board in monitoring the budget, the board members and the superintendent work closely to fulfill requirements.
- i. HCPA has always worked at least 2-3 years ahead on regular operations budgets. Increases in numbers of enrolled students are anticipated, school activities including sports and others, a contingency fund are all included in the budgets.
- j. What are the patterns of expenditures? HCPA processes invoices and accounts receivable on a bi-weekly schedule.
- k. HCPA is not in SOD.
- l. There are no outstanding corrections to audits.
- m. The governing board works closely with the superintendent to review the school's finance data and budgets.
- n. HCPA has no borrowing history
- o. Audits made by MDE have not identified money that needed to be recovered.
- p. School board minutes hold evidence that the board periodically reviews an audit or accounting of the school's physical assets. Also the sale of no longer needed assets would be determined by the board and that evidence would also be found in the meeting minutes

Hmong College Prep Academy is proud to report that the fiscal accountability and financial performance at the district is extremely sound. The district has received the School Finance Award from the Department of Education for 9 consecutive years for outstanding performance in financial accountability. There has never been a "material weakness or findings" since the school's first year of operation in 2004.

Academic Performance

Similar Schools: At this time, there is not a comparable K-12 minority-based school in Minnesota.

School Curriculum

The Minnesota Content Standards are the curriculum. The standards drive textbook and materials selection by the faculty (see above). The application of the standards in daily

instruction and the connection to the state and district testing are the core of the Teacher Evaluation Instrument. State and district test data are compared to classroom outcomes.

Teachers are available daily to meet with family members or guardians to explain how the MN standards are addressed in the classroom. During family conferences with ELL and Special Education students, the teachers explain how the standards requirements for their student may be modified to meet the student's particular identified needs. New-to-country ELL students are not required to be tested on the standards for three years. Special Education students are tested each year on their grade level modified tests.

During the two Parent/Teacher Conferences each year, teachers and translators (where needed) explain how the standards are the basis for their instruction and testing. The Curriculum is also part of the website for parents and other stakeholders to access.

Success of Program Model

Because of the dedication of the founders, the governing board, administration, faculty, staff, parents and other stakeholders, HCPA strives both daily and annually to meet the six purposes outlined in the evaluation form. This narrative will highlight how these purposes are met.

From the beginning HCPA has addressed the Multiple Intelligences (Howard Gardner, 1983) model: Musical, Visual, Verbal, Logical, Kinesthetic, Interpersonal, Intrapersonal, Naturalistic, and Existential to meet the needs of our minority students. Many case studies addressing growth across the curriculum for students whose primary educational needs are met were used to design this beneficial K-12 program.

HCPA has not adopted a commercial "model" from a publisher because a rigid model would not be a benefit for the faculty nor the students. The core student population is nearly 100% Southeast Asian. Great effort is made to identify and address the needs of students that come to us with different cultural experiences, learning styles, and languages. All testing data reflects the efforts of the administration and staff to meet those needs. Over the years, HCPA has used quantitative and qualitative data to monitor and adjust our programs.

Academic Performance

2013-2014 AYP Status

Students and their teachers at HCPA have earned Adequate Yearly Progress (AYP) during 2006-2012 in all subgroups and district wide. The school continued to earn AYP for 2013 and 2014 in the subgroups such as student participation, math, reading, and graduation rate for High School. K-8 earned AYP in math, but not reading in 2013 and 2014. The reason why the K-8 did not make AYP in reading during the 2013 and 2014 school year was largely due to the expansion of enrollment from 150 to 525 students in grades K-5.

Celebration Eligible schools are in the 60th to 85th percentile of top performing schools based on the MMR (Multiple Measure Rating); *Hmong College Prep Academy High School* is currently designated as a Celebration Eligible level school because of the 2012 Multiple Measures Rating score of 58.82 out of 100 possible points or 58.82%. This is the second year in a row that the 9-12 HCPA high school has earned the celebration school status. This signifies that the high school is amongst the top 25% Title I Schools in Minnesota. In brief, this also means that our administrative team has met all MDE requirements for successful applications for additional funds that explain the quantitative (how we will improve scores) and qualitative (data reflecting our outcomes) factors that make our school successful. These schools are publicly recognized for their success each year.

In addition, the *HCPA Elementary/Middle School* has significantly improved in their test scores. Using the same MMR rating process, the Middle School (3-8 grade), is designated a Focus School with an MMR of 28.48%. This is a growth rate of 24% from the previous school year of MMR score of 22.90%.

A Focus School is in the bottom ten percent of Title I schools and has the largest achievement gap based on a Focus Rating in the State of Minnesota. We have revised our School Improvement Plan to target the needs of our incoming and returning students. We have made great strides in implementing a successful program that addresses the needs of all students in all subject areas. In three years, the elementary/middle school will go through this same designation process – and we will continue to improve the teaching and learning process.

Demographics

HCPA student body is as follow:

- 90% Asian descent
- 10% of other ethnicity
- 88%+ students receive Free and Reduced Lunch
- 44% of students receive ELL services
- 12% new-to-country students
- 12% of students receive Special Education Services

2011-2016 Academic and Non-Academic Goals with Concordia University, Authorizer

For the term of the contract (2011-2016) each year HCPA will meet specific measureable, attainable, and reasonable goals for the NWEA fall to spring test, focusing on those students that attend HCPA from the first day through the last day of school each year.

Academic Goal #1

77% of Kindergarten -12th grade students enrolled with HCPA from the first day of the school year to the last day of the school year and have taken both the fall and spring administration of the NWEA MAP Assessment will demonstrate at least one year's growth in reading.

NWEA Results for Reading:

In 2013-2014 school year, NWEA results show that all students in K-12 made 1.71 years growth in reading. We superseded the MAP reading goal.

Academic Goal #2

85% of Kindergarten -12th grade students enrolled with HCPA from the first day of school to the last day of school and have taken during both the fall and spring administration of the NWEA MAP Assessment will demonstrate at least one year's growth in Math.

NWEA Results for Math:

In the 2013-2014 school year, NWEA results show that all students in K-12 made 2.1 years growth in math. We superseded the MAP Math goal by 1.1 year.

Non-Academic Goal #1

Of those Kindergarten – 12th grade students who remain with HCPA from the first day of school to the last day of school, the attendance rate will be sustained at 93% - considering enrollment increases of at least 50 new students annually. Special focus on increasing attendance of students who are traditionally truant

Results: In 2013-2014, the average attendance rate was 93%.

Annual Non-academic Goal #2

Postsecondary readiness: the percentage of students who take the ACT and SAT college entrance examinations will increase from 67% of 2011 to 69% in 2012 and sustain at 70% include the majority of eligible students.

Results: In 2013-2014 school year, 85% of students in 11th and 12th grade took the ACT test.

English as a Second Language Program

Hmong College Prep Academy continued the highly structured and organized ELL program for both new-to-country students (Thai, Karen, and Hmong) and students who are not linguistically ready for mainstream classes. Five licensed K-12 ELL teachers work extensively with students who have high ELL needs. Three classrooms provide support in language issues and other academic needs. The ELL teachers also co-teach in a push-in model and work collaboratively with mainstream teachers in their classrooms to assist in meeting students' needs and to assist teachers to implement ELL strategies and best practices.

During the 2013-2014 school year, 43% of students were identified as LEP (Limited English Proficient).

The ELL Department works with students who arrived to the country in grades K-12. We have a few students whom have reached level 5 and are functional and fully mainstreamed with ELL

support. Most of our serviced students arrived in the country between 2004 and now; not as many new Hmong students came in the 1990s and early 2000s.

ELL teachers co-teach with some content teachers to ensure the mainstream classes that have Level 5 ELL students understand the concepts and learning objectives presented by the regular classroom teacher.

MCA Goals and Results

Reading:

Goals Based on HCPA goal of decreasing the % of NON-proficient students in 1/2 by 2017							
Grade	2011-12 % Proficient	2012-13 % Proficient	2013-14 % Proficient Goal	2013-2014% Actual Proficient	2014-15 % Proficient Goal	2015-16 % Proficient Goal	2016-17 % Proficient Goal
3-8th	41.10%	20.10%	30.09%	21.25%	34.18%	47.11%	60.05%
10th	36.70%	19.70%	29.74%	39.08%	46.05%	53.02%	59.99%

Grey means MDE does not used set goals because the MCA test changed from MCA II to MCA III

According to the MCA reading goals in the table above, grades 3-8 achieved a proficiency of 20.10% in 2012-13 and 21.25% in 2013-2014 school year while 10th grade achieved 19.70% proficiency in 2012-13 and 39.08% in proficiency in 2013-2014 school. Overall, grades 3-8 and 10th made a 20% increase gain in reading proficiency.

Goals Based on HCPA goal of decreasing the % of NON-proficient students in 1/2 by 2017							
Grade	2011-12 % Proficient	2012-13 % Proficient	2013-14 % Proficient Goal	2013-2014% Actual Proficient	2014-15 % Proficient Goal	2015-16 % Proficient Goal	2016-17 % Proficient Goal
3-8th	37.50%	31.60%	40.89%	31.79%	44.11%	56.43%	68.75%
11th	9.90%	21.92%	30.84%	29.63%	40.07%	50.51%	60.95%

Grey means MDE does not used set goals because the MCA test changed from MCA II to MCA III

According to the MCA math goals on the table above, grades 3-8 achieved a proficiency of 31.60% in 2012-13 and 37.79% in 2013-2014 school year while 11th grade achieved 21.92% proficiency in 2012-13 and 29.63% in proficiency in 2013-2014. Overall, grades 3-8 and 11 made a 15% increase gain in math proficiency.

One part of the overall challenge for HCPA is to bring students to grade level requirements before they enter third grade, eighth grade and high school. A strategic plan for growth was developed before the school opened as a K-12 charter school. In an effective and organized manner, HCPA began operation by targeting at-risk high school students (goal: divert students from being drop-outs or gang members) and then expanding the grade levels to eventually include Kindergarten and primary grades. We met that goal in the fall of 2010 with our first year serving all K-12 grade levels. We strongly believe that the longer the students are with us, the stronger they will become as students. All programs and activities are focused not just on their graduation day, but to prepare students for the life-of-the-adult in their expanded world; to

become adults that are life-long learners and an involved citizens. To reach this goal, we have developed and continue to refine courses that will challenge both the gifted and the struggling students.

State Report Card

Information gathered from the MDE website for School Report Cards. This data is representative of the 2012-2013 school year. HCPA has an effective procedure to use the data to drive instruction. In the area of SMART goals – one of the criteria is to be attainable. By looking at the trend numbers below, we recognize that this is a difficult challenge for our students. We build the goals on the optimum growth expected for each student, knowing that pushing the envelope may not work with the minds of our students. Just because we say they will learn, does not mean they are ready to learn because of their historical background - however, this is where we do our best work.

Collegiate Partnerships That Support Academic Growth

The following list is an overview of the relationships HCPA has with academic organizations in the past few years. HCPA has endeavored to create partnerships with colleges and universities that will benefit our students. At this time, we have partnered with the following organizations:

Yale University

- Bulldogs across America (Yale University Alumni Association), MN chapter is called Bulldogs on the Lakes (BOTL.)
- The partnership is BOTL provides housing and support for Yale students that are accepted for internships in MN.
- HCPA provides 2 internships and salary for the students. BOTL hopes to entice Yale graduates to return and work in MN.
- HCPA hopes to entice our High School students to apply to selective colleges and/or find colleges that fit their career goals and to be successful in college.
- 16 students completed the 5 week program. No transportation was provided due to the summer construction.
- During the program students visit 8 colleges/universities
- During the program, 4 community members/guest speakers came to visit the program.

University of MN, Twin Cities

- Asian American Partnership for Tomorrow (AAPT) trains and provides 5+ UMTC undergraduate student mentors that pair with HCPA Juniors. Mentors and mentees meet for 2 hours every week.

- Asian American Partnership for Tomorrow (AAPT) and UMTC provided a Shadow Day for 40 10th grade students.
- School Counseling Internships – Annually we provide internships for graduate school counseling students and act as a site supervisor. We had practicum experiences for 2 UMTC students.
- College in the Schools (CIS) classes in Psychology, English, and Anatomy and Physiology.
- On site College Application Workshop for Seniors

University of Wisconsin, River Falls

- On site college admission workshop at HCPA.
- School Counseling Internships – Annually we provide internships for graduate school counseling students and act as a site supervisor. We had practicum experiences for 3 UWRF students.

St. Catherine’s University

- On site College Application and Admission Response Workshop at HCPA.
- College visit to St. Catherine’s University and attended a ballet performance for 25 11th grade female students.

St. Cloud State University

- Multicultural Activities Center – Host an all paid annual overnight visit for HCPA Juniors and Seniors.

Concordia University

- Dr. David L. Mennicke, Music Department Chair/Director of Choral Studies Concordia University, has held two choral clinics at HCPA with our Concert Choir
- The HCPA Music Department has participated in a Choral Exchange and an Invitational with the Concordia University Choir
- The HCPA Concert Choir has participated in the University of Minnesota, Duluth High School Honors Choir and has had a choral clinic on jazz performance with Dr. Tina Theilen at UMD.

Macalester College

- The “Kid’s Judge” event. Macalester provides transportation and participation in this unique event whereby college students in the neuroscience department engage 4th-6th graders in a science presentation competition.

Minnesota State University - Mankato

- MSU Asian Day, where 35 HCPA juniors and seniors participated in the event.

Operational Performance

GOAL: HCPA will be serving 1230 students by the year 2017-18.

RATIONALE: As the result of a facilities study that began in 2009, HCPA determined that the current facility was, over time accommodated a K-8 school population and that an expansion would best accommodate the grade 9-12 program. While the existing building was functional for the 9-12 program, the building was not an optimal space for an expanded, rigorous high school program focused on college and career requirements. Among other challenges for the existing building was to provide an increased number of state-of-the-art science labs, math labs, critical advanced technology and open/expanded library opportunities (also for parents and community). As a result the Board, in December, 2011, authorized the study and development of an expansion that would be financed by the transactions described herein.

During the construction of the Series 2012 Project, a new ten-classroom modular unit was added to accommodate approximately 250 new students before the new facility opens in FY 2013. The modular units will be relocated to the west parking lot as the new addition will be constructed on the east parking lot where the current modular is now located.

Upon completion of the Series 2012 Project, the current building will continue to house the K-8 classes, the gym, a lunch room, a library and a computer lab. Approximately 12,000 sq. ft. in the current building will be remodeled to result in 40+ classrooms, a K-8 Gymnasium and media center/computer lab to serve approximately 700 K-8 students. The average class size for K-8 is 25 students per class.

The 78,000 square foot addition to the east end of the facility is totally wireless and will house approximately 500 students in grades 9-12. HCPA's plan is to expand the curriculum requirements and options specifically at the high school level. Expansion of the number of classrooms and the square footage will allow additional fine arts, science, literary, and other content area classes.

Innovative Practices and Implementation

Q Comp/TAP Program

Because the scores on the MCA have been low for our at-risk population (low English speaking skills, extremely low mathematics skills, extremely low grammar, vocabulary, spelling skills, etc.), the Hmong College Prep Academy Leadership Team decided to implement a more rigorous program, The System for Teacher and Student Achievement (TAP) was implemented to provide a rigorous support system for teachers to strengthen the Q Comp program process. The leadership had supported teachers since the beginning with a similar rigorous process, but it appeared the support was not intense enough to improve achievement and develop organizational efficacy. The TAP program was implemented based on the Q-Comp funding criteria for teachers.

Teachers were selected to become Master and Mentor teachers and to lead PLC meetings. Strategies and agendas for the meetings were based on the TAP criteria for Mentor leaders. Each PLC met for 90 minutes each week. The Mentor was responsible to ensure the meetings following the rubrics and guidelines of the TAP program. All teachers were trained on-site by

outside consultants, MDE mentors, and specialists at the state conferences provided by the TAP program.

Special Awards and Honors

- Concert Choir received the rating of “Superior” at the MSHSL State Contest, February 26, 2013.
- HCPA received Bronze Award for our Service Learning project through the Jefferson Schools Program.

Academic, Social, Athletic and Fine Arts Activities

- The following information provides an overview of the academic, social, athletic, and fine arts activities of the school during 2013-2014. During the PLC sessions led by the Mentor Teachers, the faculty and staff of the school work collaboratively to identify areas for improvement as well as areas to celebrate. We are a school that is a living experiment – never been tried before...to focus on high school students that come to us as non-English speakers and scoring far below grade level expectations of their peer groups in traditional schools. Some students come to us straight from Burma, Malaysia, Laos, Cambodia and Thailand. Most of those students have not experienced a formal education, never opened a book or held a pencil. We have a few short years to move these students from illiteracy to proficiency – an impossible task. But within that impossible task are things that can be done. Those are the things we tackle first, the more impossible will just take a bit longer.

Advanced Placement Courses

- AP courses are offered in Studio Art and U.S. History, in High School
- Honor section classes are offered in all core content subjects in the Middle and High (7th – 12th grade) School

College in the School (CIS) courses lead by trained teachers

- CIS courses offered: CIS Writing Studio 1201, CIS Psychology, and CIS Anatomy

Content Honors Classes designed with rigorous and MN Standards-based curriculum

- 2013-2014 Honors Classes: 7th grade Math, 8th grade Math, Intermediate Algebra, Geometry/Statistics, Advanced Algebra; 7th grade English, 8th grade English, 9th grade English, 10th grade English, American Literature and World Literature; 7th grade Science, 8th grade Science, Science Foundations, Biology, Chemistry; 7th grade Social Studies, 8th grade Social Studies, World Geography/Ancient History, World History, and U.S. History.

AP Studio Art

- AP Studio Art was developed to encourage those students who are AP level students into the AP program and start the process of building enough work to submit the AP drawing portfolio. Although these students worked very hard, they were not able to produce enough work for portfolio submission. These same students are enrolled in AP drawing again this year with the

intension of continuing/finishing the work needed to submit a portfolio this year. Other students are now beginning this process in 2014-2015 so that by the time these students graduate, the required artwork can be completed and a portfolio can be submitted.

After school/Extracurricular programs

ELL Reading/Writing Support (grades 3-12)

- This class will focus on Reading and Writing skills for ELL learners. The teachers will use the student's RIT scores (Descartes Skills) and the GRAD Reading and Writing standards to guide instruction. The students will use Study Island Reading Intervention Series (graphic novels) as part of their curriculum as well.
- Hmong Dance (grades 3-12)
- Every culture has a certain dance style that reflects their physical environment. Hmong dance as a dance style has developed and change numerously as it is influenced by the Thai, Chinese, Laotian and American cultures. In this course, students will learn basic dance moves, techniques, and choreography of modern Hmong American dancing. There will be several performances through the year

Strength and Speed (grades 7-12)

- Students will start the class with a warm up run, group stretch, and form running. Students will rotate through different weight lifting exercises geared toward strengthening the upper body, legs, and core. Yoga, P90X and other DVDs of that nature will be available for students to use as well. Every other day, students will condition with an intense "Insanity" workout, running, or outside activity or will condition with games such as basketball, speedball, or snow football

Elementary Reading and Math Support

- This class will support students in grades 3-6 who need additional help on reading and math. The teacher will have an understanding on where the student falls in terms of grade level (using MAP scores) so s/he can provide additional learning opportunities to the students in reading, writing, and math Accelerated Reader and Accelerated Math will be a component of the after school program (for students to do when homework has been completed).

MS/HS Reading and Math Support

- This class will support students in grade 7-12 that need additional help on reading and math. Some students may also be working on NovaNET online to recover or accrue high school credits. The teacher will have an understanding on where the student falls in terms of grade level (using MAP scores) so she can provide additional learning opportunities to the students in reading, writing, and math. Study Island (Reading), Accelerated Reader and Accelerated Math are also available to provide extra support and learning for students if they have finished with homework.

Safe School Environment Conducive to Learning

- The Dean of Students must address not only discipline referrals and safety issues, but support positive relationships between students and staff. She holds a Master's from the Alfred Adler Graduate School in Adlerian Psychotherapy and Counseling; licensed K-12 Counselor, obtained from the University of Minnesota. She also took Mediation Training through a mediation group in the Metro area.

School Uniforms and Code of Conduct

- Students are required to wear school uniforms at all times in the school and when representing the school off-campus. Along with the requirement to be in uniform, Hmong College Prep Academy has adopted a strict discipline policy on student code of conduct. The code of conduct was a result of joint decisions of teachers, students and parents. The school environment will continue to be enhanced through this strategy during the 2014-2015 school year.

Library Support

- Library Team: 1 full time licensed librarian and 2 full time assistants. Library Team manages the twice annual Book Fair held in conjunction with total school parent/teacher conferences. Book Fair profits are used at the annual Scholastics book sale to purchase additional books for the library.
- PTO team manages the annual School Carnival, part of the proceeds are used to purchase additional books for the library

HCPA invested in the school library with the following materials for 2012-13 school year.

- K-2 adopted new comprehensive Reading curriculum, Super Kids (available in the library for all ELL students to use as support texts).
- Expanded guided reading library collection by adding in an additional full set of guided reading, non-fiction texts.
- In addition new iPads® for 8th grade, new laptops for 11th grade and new TIInspire® calculators were added to supplement the curricula.

Hmong Literacy & Culture Program

- HCPA has a very successful Hmong Literacy program. Our student body was 90% Hmong and 10% other ethnic group for 2012 -2013 school year. We believe that this program supports all students to become proficient with English content as well as other core subject areas. Student skills in the areas of reading and writing improved at Hmong College Prep Academy. Students were able to establish their self-identity as Hmong (Burma, Malaysia, Laos, Cambodia and Thailand) individuals, gained a better understanding of American/Native cultures, and a sense of pride and ownership of the school through the Hmong Literacy and Culture Program. All Hmong Literacy and mainstream teachers focus on the essential skills students need to improve their reading and writing skills in all content areas. Reading and writing across the Curriculum is

reflected through the pedagogy implemented in all content areas; 100% of teachers were involved with SIOP strategies training.

Hmong Spelling Bees

- The HCPA Hmong Spelling Bee's won first place for High School and Second place for Elementary at the 6th Annual Hmong Minnesota Spelling Bee Association's Spelling Competition held at Concordia University Saint Paul on May 24th.

Student Social/Emotional Needs

- Along with the continual checks on academic progress of the 6th – 12th grade students through the C3 Program explained below, teachers continue to be mentors and the strongest connection between home and school. Part of each teacher's daily responsibilities is to reach out to students that are not performing as high as usual and touch base with him or her; another connection is to reach out to families of students that are falling below expectations and make a plan to bring their student's focus back to their school work. Also, teachers reach out to students that are making great progress or small positive steps in their academic or social growth.

Another strategy to help students remain strong learners and aware of the school community at large is our excellent staff of licensed school counselors. Their assignments range from providing information concerning the students' intention to enter a college, a training program, or the work force to working with our teen parents to guide them to work through their academic challenges. Our counselors take pride in the fact that they are available to any student during the school day, and sometimes, when necessary, after school hours.

Expanding The Grade Levels to meet the needs of incoming students

The leadership recognizes that the strength of our rigorous programs is somewhat diminished because incoming students often do not have positive experiences in their previous traditional public school. Each year, the majority of new to HCPA students score two or more grade levels below grade expectations (per incoming new students data and school-wide Fall NWEA). The leadership determined that by adding additional grade levels, lower grade level teachers would develop students that are closer to working and scoring at grade level expectations.

Therefore, we are developing stronger students for our middle school and high school programs. As reading, writing, and math MCA tests are graduation requirements for our high school students, we believed that an effort must be made in the lower grades to get all students more aligned with grade level skills. We currently are in our third year of having grades K-3 as a part of Hmong College Prep Academy. Having a K-12 campus will allow HCPA strengthen our focus on developing student teaching/learning and close the achievement gap faster.

C3 Program (an HCPA-developed program)

HCPA continues to implement the C3 college prep program because it allows faculty and staff to reach out to our students throughout the school day and school week. We believe that building

relationships between teachers and students is paramount for a successful experience in the school environment. During the 2013-2014 school year, middle and high school students met with their C3 advisor-teachers for 37 minutes every afternoon. K-6 students worked through character development using the Character Counts for 20 minutes every morning.

The HCPA-developed C3 program provides guidance, curriculum materials, resources, and guiding prompts to provide opportunities for our students to think about their futures and to prepare for life in the adult world. The C3 program has a focus on three key components; CARE, CAREER, and COLLEGE. Facilitator-teachers guide students to understand their cultural history and their great potential. C3 also provides additional support for students that are struggling with math, reading, writing, or science. Students work with their peers during time in C3 to help them comprehend a concept and then apply it. Time is provided for web-based surveys to guide students explore their strengths and how those strengths can apply to their chosen careers.

This is a unique program at HCPA and continues to be monitored and revised to continually meet the needs of our students and staff members. C3 is always improving to meet the needs of students and to create an environment of discovery – of self and the wider world.

Technology

To ensure 100% of teachers have access to internet and software programs in their classrooms-when HCPA moved to the current address each classroom was provided wireless internet with

- Replaced and installed LCD projectors in each classroom
- Acquired new laptops to support both testing activities and student work
- Additional printers for Accelerated Math printing per content and grade level
- Implemented 1:1 laptop initiative for K-12 students with the lease of 600 new computers
- Implemented iPads for 8th Graders-focusing on math curriculum
- Implemented laptops for 11th Graders to bring off-campus for homework
- Implement Graphing Calculators for 8th – 11th grade students

Program Challenges

- Meeting state requirements for Adequate Year Progress (AYP) with a 98% ELL/LEP student body.
- Involving non-English speaking parents and community members in the daily operation of the school

- Helping non-English families understand the culture and mores of an American school and how the operation must impact the parental involvement, guidance, and goals for learning – especially when the parents may be illiterate.

Regular Parent Involvement

During 2013-2014, Hmong College Prep Academy improved the day-to-day parental involvement to help support parents to be partners in their children's academic success. Another factor that impacts parental involvement relates to a cultural feeling that the formal education of children is the responsibility of the school and that parents respect their child's teacher and his or her efforts in the classroom. Some parents still feel uncomfortable in a more informal relationship with the school. The school will continue to work on refining this area with parents. With the addition of the TAP program, teachers are provided methodologies and strategies to strengthen the relationship with our parents and community members.

Each year, additional parents step forward to join our PTO team and take a more active part in strengthening the relationship between the PTO organization and school members.

Due to an influx of new to country students coming to the U. S. from Burma (with their non-English speaking parents and guardians) and other east Asian countries, it has been necessary for HCPA to reach out to each cultural-community to find interpreters that can speak Hmong, Thai, Karen and other east Asian languages as well as English, and are willing to interpret in meetings between parents and staff members (ELL, Special Ed., conferences, etc.).

Future Plans

HCPA plans to continue our trend of student growth and success in order to ensure that all students received the best integrated education per our mission. The plan includes ensuring that our K-8 school earns the Celebration or Reward school status similar to the 9-12 high school.

In addition, due to the lack of green space within the school premises, HCPA plans to work with a community organization to purchase the ten acres of land across the street facing the school in the next several years to make green play space for our K-12 students.

Non-profit status

Hmong College Prep Academy is a 501(c) 3 non-profit school.

Contract Performances

HCPA is in compliance with all the conditions and terms as listed in our Authorizer contract.

Survey Results

Faculty and staff averaged results from surveys: HCPA is a college prep school where everyone, teachers, staff and students, have high expectations.

- We are dedicated to making every student a success.

- No matter what is needed. We'll create a program that will create opportunities.
- We'll find a way to make it work. We don't give up...ever.
- The HCPA difference...a learning experience that is personalized for each and every student.
- The teachers and administration gives everything needed to be successful. They're all on the same page from top to bottom.
- It's a great place to go to school!

Current and graduated students averaged opinions stated on surveys:

- "It's not like a regular public school"
- "It's cool to know your culture"
- "I'm involved in lots of activities and sports"
- "It's easy to make good friends"
- "Teachers motivate me to do my best"
- "Ready for College"
- "I became myself here"

2014 October 2014: Results from a recent parent survey found that parents are very satisfied with HCPA:

Question	% Strongly Agree/ Agree	Question	% Strongly Agree/ Agree
The school is clean and inviting.	95%	My child has highly effective teachers.	88%
HCPA is a safe place for my child	92%	My child looks forward to going to school.	88%
I feel welcome at HCPA	94%	HCPA has high academic expectations for my child.	82%
HCPA is a caring place for my child	91%	I would recommend HCPA to other families.	81%

-Likert Scale (Strongly agree, agree, neutral, disagree, strongly disagree)

Comments from HCPA parents:

- I like how HCPA is very sure of tracking children of when they get on or off the bus and safety and attendance in school.
- I like how they teach my child. High expectation for all students. HCPA has good teachers and they really improve students' grades.
- HCPA teachers are dedicated to their students and their performance.
- The hard working ethic and help made our dream come true.
- Great job! Great school!
- Teachers and other school staff play a BIG role in our children's education and lives. Do what needs to be done to keep the great teachers! Thanks everyone! Over all is good.
- Clean school, friendly teacher willing to teach kids.
- I like the fact that even though the school is known as a Hmong school in the Hmong community. It's still so diverse with the staff. That helps me know that they're learning different cultures.
- Good, open communication between parents and teachers and staff.
- ...their attention to the children. They listen to what the children say.

Personal and Social Development: *Present information regarding other academic or non-academic indicators that your organization used when evaluating the school's student performance and achievement.*

Concordia University Charter School Advisory Council Inquiry	Indicator: HCPA Student Survey Question	Strongly Agree/Agree*	Neutral*	Disagree/ Strongly Disagree*
1. Are students safe?	<i>I feel safe at HCPA.</i>	77%	18%	5%
	<i>I feel safe on my bus.</i>	70%	20%	10%
2. Student behavior- respect, interactions, etc.	<i>At HCPA, everyone is OK with you.</i>	62%	28%	10%
	<i>I'm surrounded by friends.</i>	66%	24%	10%
	<i>At HCPA, everyone respects one another</i>	53%	35%	12%
3. Students as contributors to society, school and outside.	<i>It is important to be involved in my community.</i>	69%	26%	5%
	<i>I feel involved.</i>	48%	39%	13%
4. Students' conclusions on their learning environment	<i>HCPA provides me with access to new technology</i>	63%	28%	9%
	<i>I am learning a lot at HCPA.</i>	66%	24%	10%
	<i>My teachers are awesome and fun.</i>	64%	26%	10%
	<i>HCPA challenges me.</i>	54%	34%	12%
	<i>Teachers take extra time so I understand</i>	55%	30%	15%
5. Student success and hope for their future	<i>I plan on going to college.</i>	82%	16%	2%
	<i>HCPA prepares me for college.</i>	62%	27%	11%
	<i>I have more opportunities because of HCPA.</i>	47%	37%	16%

**Weighted average of HCPA High School and Middle School Responses; Likert Scale (Strongly agree, agree, neutral, disagree and strongly disagree)*

Comments from HCPA students:

- What I like best about HCPA are the students and the atmosphere here. It is easy to make new friends.
- Everyone here is respectful. I believe our school is much more different than any other school out there because we're all so close like a family.

Comments from HCPA students (cont.):

- I like this school and I am proud to represent Hmong Academy even though I get ticked off sometimes. I still like this school =)
- What I like best is that we all feel like family. I usually feel very welcome. Also, most teachers are supportive. I've been here for many, many, many, years and I believe and I am amazed by how big our school has become. It's as if this school never gives up on any student and never gives up trying to grow bigger.
- The teachers connect with the students and everybody is like one big family.
- I think I like everything about HCPA because every teacher understand me and they know that I am Karen so they understand me more and more
- What I like most about HCPA is that all teachers take the time to help student and that teachers see the better good for the students and challenge student for the better and the goods .
- The positivity it emits from all the students
- Everything at HCPA is awesome
- Everyone here is friendly and the food is awesome. Also the teachers here give the best advice and the way they teach I'd different from other schools I've been too. They get more detailed and they actually have stories that they've experienced.
- I like the fact that teachers encourage us to read, do homework, work together, find careers we like, and give us a voice so we can be heard.
- What I like about HCPA is that everyone here is friendly and they help you through struggles
- If I had a magic wand and the power to change anything at HCPA, I wouldn't want to change anything at all.
- What I like about HCPA is that there are many things that I never knew about, and that I've gotten smarter while at HCPA. I also like it because I feel safe, and I laugh a lot during lunch. I have fun at HCPA. I hope that fun never ends.
- I just like that I don't get bully like my other school which makes me happier and focus on work and school more and I won't be worried, I like how the teachers motivate you unlike my other school which made me feel nothing, I like how this school brings up college no matter how old you are it makes you work hard and do your best for the future.
- We're a big family, even if we don't know each other, we're a family.

Appendix A: Charter School Employee List and Training Provided

NAME¹	JOB TITLE²	JOB DESCRIPTION/RESPONSIBILITIES³	LICENSE(S), CERTIFICATION(S), TRAINING REQUIRED⁴	File No.	LICENSE(S), CERTIFICATION(S), TRAINING REQUIRED⁴	LICENSE(S), CERTIFICATIONS, TRAINING EMPLOYEE POSSESSES⁵
Ahrens, Amani	Middle School ELL Teacher	Classroom Teacher	K-12 English as a Second Language	412036	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Amoh, Nina	Elementary ELL Teacher	Classroom Teacher	K-12 English as a Second Language	452937	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Andersen, Wendy	Middle School Science Teacher	Classroom Teacher	7-12 Life Science	281722	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Bartosh, Jenee	Teacher on Special Assignment	Teacher on Special Assignment	K-12 Principal & 5-12 Social Studies	420266	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Bassett, Sarah	High School English Teacher	Classroom Teacher	5-12 Communication Arts/Literature	458960	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Beason, Christopher	Middle School PE/Health Teacher	Classroom Teacher	K-12 Physical Education	475399	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Beedle, Doris	Elementary Special Education Teacher	Classroom Teacher	K-12 Emotional Behavior Disorders	418714	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Beeman- Bunting, Lindsey	Kindergarten Teacher	Classroom Teacher	Pre-K Pre- Primary K-6 Elementary Education	404056	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Bennett, Elizabeth	Elementary ELL Teacher	Classroom Teacher	K-12 Elementary Ed K-12 English as a Second Language	464435	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Berken, Lisa	High School ELL, Master Teacher	Classroom Teacher	K-12 English as a Second Language	428737	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Besch, Christine	5 th Grade Teacher	Classroom Teacher	1-6 Elementary Education	293223	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Bonath, Keane	4 th Grade Teacher	Classroom Teacher	K-6 Elementary Ed	433354	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Bostrom, Cheryl	High School Title 1 Teacher	Classroom Teacher	K-12 English as a Second Language District K-12 Principal	463073	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Bowman, Trisha	Elementary Phy. Ed/Health Teacher	Classroom Teacher	K-12 Physical Education	447443	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Brown, Nicole	Elementary Science Teacher	Classroom Teacher	K-6 Elementary Education 9-12 Life Sciences	432482	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Bryan, Alicia	Elementary Title 1 Teacher	Classroom Teacher	K-6 Elementary Ed Age 3-K Pre-Primary	473129	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Carlson, Nathan	Elementary Science Teacher	Classroom Teacher	K-6 Elementary Ed Pre K-Adult 5-8 Science 5-8 5-8 Social Studies-All	471346	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Cave, James	High School Social Studies Teacher	Classroom Teacher	7-12 Social Studies - All	334426	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Conners, Michele	Elementary Title 1 Teacher	Classroom Teacher	1-6 Elementary Ed	313367	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Corts, Paul	High School Physics Teacher	Classroom Teacher	5-8 Science	427936	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Crawford, Valerie	Elementary Special Education Teacher	Classroom Teacher	K-12 Academic and Behavioral Strategist	470920	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Deprenger, Kim	High School ELL Teacher	Classroom Teacher	K-12 English as a Second Language	394668	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Devine, Timothy	Special Education Teacher	Classroom Teacher	K-12 Emotional Behavior Disorders	424534	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Diaferio, Jay	2 nd Grade Teacher	Classroom Teacher	K-6 Elementary Ed	465473	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Fabeck, Nicholas	High School Science Teacher	Classroom Teacher	9-12 Life Science K-12 Learning Disabilities	455567	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Flatland, Rebecca	Middle School English Teacher	Classroom Teacher	7-12 English/Language Arts	473696	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Gandrud, Kelly	Elementary Science Teacher	Classroom Teacher	1-6 Elementary Ed	433852	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Groth, Trisha	Elementary Science Teacher	Classroom Teacher	K-6 Elementary Ed	451393	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Gustafson, Amy	Elementary Title 1 Teacher	Classroom Teacher	K-12 English as a Second Language	318605	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Hanson, Lindsey	Title I Elementary Reading Teacher	Classroom Teacher	K-6 Elementary Education, Ages 3-K Pre-Primary	442182	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Hatlevig, Robert	Elementary Title 1 Teacher	Classroom Teacher	1-6 Elementary Ed	255202	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Hauger, Mai	Middle School Technology Teacher	Classroom Teacher	5-12 Communication Arts/Literature 5-12 Business	460694	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Hedtke, Abram	High School Social Studies Teacher	Classroom Teacher	5-12 Social Studies - All	421607	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Heim, Matthew	Elementary ELL Teacher	Classroom Teacher	K-12 English as a Second Language	474649	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Hendrickson, Stephanie	Elementary Title 1 Teacher	Classroom Teacher	K-6 Elementary Ed 5-8 Science	444101	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Her, Nou	Elementary Special Education Teacher	Classroom Teacher	K-12 Emotional Behavior	459695	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Her, Yer	Hmong Language & Culture Teacher	Classroom Teacher	K-12 Community Expert in Hmong Language and Culture	997744	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Hernandez, Nell	Middle School Title 1 Teacher	Classroom Teacher	K-12 English as a Second Language	442662	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Holter, Janise	Elementary Title 1 Teacher	Classroom Teacher	K-6 Elementary Ed	408560	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Hooper, Nicholas	High School Special Education Teacher	Classroom Teacher	K-12 Learning Disabilities	463217	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Huberty, Heather	Middle School Special Education Teacher	Classroom Teacher	K-12 Emotional Behavior Disorders K-12 Learning Disabilities	467294	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Hughes, Nicole	4 th Grade Teacher	Classroom Teacher	K-6 Elementary Education	48369	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Kennedy, Erin	1 st Grade Teacher	Classroom Teacher	K-6 Elementary Ed Age 3-K Pre-Primary	440109	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Klooz, Elizabeth	4 th Grade Teacher	Classroom Teacher	1-6 Elementary Education	355732	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Krystof, Annalisa	Kindergarten Teacher	Classroom Teacher	K-6 Elementary Ed	467856	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Kvaas, Korbin	5 th Grade Teacher	Classroom Teacher	K-6 Elementary Ed	467802	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Lawton, Andrew	Graphic Art Teacher	Classroom Teacher	K-12 Visual Arts	404197	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Amado, Lay	Middle School Special Education Teacher	Classroom Teacher	K-12 Learning Disabilities	340764	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Lee, Jim	Middle School Math Teacher	Classroom Teacher	5-12 Mathematics	463725	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Lester, Ryan	High School Science Teacher	Classroom Teacher	5-8 Science 9-12 Life Sciences	424938	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Leyden, Erin	High School Math Teacher	Classroom Teacher	5-12 Mathematics	462314	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Mack, Nancy	Middle School Special Education Teacher	Classroom Teacher	K-6 Elementary Ed K-12 Learning Disabilities	405895	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Maloney, Jesse	Middle School Science Teacher	Classroom Teacher	5-8 Science 5-8 9-12 Life Sciences	431796	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
McLaughlin, Morgan	High School Social Studies Teacher	Classroom Teacher	5-12 Social Studies - All	449714	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
McManus, Katherine	Middle School Social Studies Teacher	Classroom Teacher	7-12 History 5-12 Social Studies –All	473901	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Mercil, Mariah	Kindergarten Teacher	Classroom Teacher	K-6 Elementary Education, 5-8 Communication Arts/Literature	451658	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Miller, William	High School English Teacher	Classroom Teacher	7-12 English/Language Arts	377444	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Monsour - Bader, Anna	High School Math Teacher	Classroom Teacher	5-12 Mathematics	419132	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Ness, Brent	High School Social Studies Teacher	Classroom Teacher	5-12 Social Studies - All	431899	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Ng, Simmie	Elem. Music/Visual Art Teacher	Classroom Teacher	K-12 Instrument/classroom	418567	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities

Norby, Daniel	High School English Teacher	Classroom Teacher	5-12 Communication Art/Literature	458725	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Olejnicak, Dusten	Middle School PE/Health Teacher	Classroom Teacher	K-12 Physical Education 5-12 Health Education	441965	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Olson, Yumi	1 st Grade Teacher	Classroom Teacher	K-6 Elementary Ed K-12 Visual Arts	468624	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Pavlik, Anna	High School Science Teacher	Classroom Teacher	5-8 Science 5-8 9-12 Life Sciences	442727	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Pera, Tim	Middle School Math Teacher	Classroom Teacher	7-12 Mathematics	305878	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Pierce, Cindy	K-12 Music Teacher	Classroom Teacher	K-12 Vocal & Classroom Music	340958	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Powers, Ben	Middle School Social Studies Teacher	Classroom Teacher	5-12 Social Studies – All	468003	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Prentice, Martha	High School Math teacher	Classroom Teacher	5-12 Mathematics	465016	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Prochazka, Robin	Elementary ELL Teacher	Classroom Teacher	K-12 English as a Second Language	413434	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Quam, Margaret	High School English Teacher	Classroom Teacher	5-12 Communication Arts/Literature	442801	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Rank, Rochelle	High School Math Teacher	Classroom Teacher	5-12 Mathematics	439398	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Robideau, Crystal	3 rd Grade Teacher	Classroom Teacher	K-6 elementary Education	439901	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Schuer, Heather	Visual Art Teacher	Classroom Teacher	K-12 Visual Arts	426750	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Schulz, Julie	K-6 Teacher	Classroom Teacher	K-6 Elementary Education	448046	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Schut, Philip	Business Technology Teacher	Classroom Teacher	Restricted 5-12 Business	459253	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Seidenkranz, Luom	Elementary Title 1 Teacher	Classroom Teacher	K-6 Elementary Ed	460498	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Seitz, Andrew	Elementary Music Teacher	Classroom Teacher	K-12 Vocal and Classroom Music	471285	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Skoglund, Krista	2 nd Grade Teacher	Classroom Teacher	K-6 Elementary Ed	463881	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Smith, Kathleen	High School Special Education Teacher	Classroom Teacher	K-12 Learning Disabilities	406943	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Smith, Kim	1 st Grade Teacher	Classroom Teacher	K-6 Elementary Education	371792	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Snyder, Abigail	3 rd Grade Teacher	Classroom Teacher	K-6 Elementary Ed	471491	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Stotesbery, Donna	High School Science Teacher	Classroom Teacher	7-12 Life Sciences	206800	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Thao, Malee	Elementary Hmong Language & Culture Teacher	Classroom Teacher	K-12 Community Expert in Hmong Language and Culture	469464	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Thao, Song	Visual Arts Teacher	Classroom Teacher	K-12 Visual Arts	398382	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Thorstad, Holly	Middle School Art Teacher	Classroom Teacher	K-12 Visual Arts	478280	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Thyne, Kelly	5 th grade Teacher	Classroom Teacher	K-6 Elementary Education, 5-8 Communication Arts/Literature	444761	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Vang, Fong	High School PE/Health Teacher	Classroom Teacher	K-12 Physical Ed	434684	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Wardell, Elizabeth	Middle School Math Teacher	Classroom Teacher	5-12 Mathematics	442091	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Wilmot, Amanda	High School Special Education Teacher	Classroom Teacher	K-12 Emotional Behaviors	461293	2013-2014 Fall Training (August 19-30)	TAP National Training Weekly TAP Professional Learning Communities
Wolf, Savannah	High School Math Teacher	Classroom Teacher	5-12 Mathematics	463193	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Xie, Mai Neng	Middle School English Teacher	Classroom Teacher	7-12 English/Language Arts	377538	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Xiong, Ching	3 rd Grade Teacher	Classroom Teacher	K-6 Elementary Education	470744	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Yan, Changying	Chinese Teacher	Classroom Teacher	K-6 Community Expert K-12 Community Expert	451694	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

Yang, Cheng	High School Hmong Language & Culture Teacher	Classroom Teacher	K-12 Community Expert in Hmong Language and Culture	997745	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Yang, Kou	4 th Grade Teacher	Classroom Teacher	K-6 Elementary Ed	476955	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities
Zajkowski, Eric	High School Social Studies Teacher	Classroom Teacher	7-12 Social Studies - ALL	389436	2013-2014 Fall Training (August 19-30)	Weekly TAP Professional Learning Communities

AUGUST WORKSHOP: August 19th – August 30th

****Work Day is from 7:30am – 4:00pm, unless otherwise specified****

****Lunch is from 12:30pm – 1:30pm and is on your own unless otherwise specified****

If a training segment does not apply to you, please use that time to work on lesson plans in lab or set up room if available.

Monday, August 19, 2013

When	Training	Who Needs to Participate
7:30-8:00	Refreshments	All Teachers and Staff
8:00 - 11:30	Workshop Kick off - TAP team (Intros, Programs, Responsibilities)	All Teachers and Staff
11:30-12:00	Field Trips, sub folders & Afterschool (Jenee Bartosh)	All Teachers
12:00-12:30	Safety (Cindy Jones)	All Teachers
1:30-2:30	New Teacher orientation: HCPA history, assessments (Dr. Hang, Ms. Schulz)	New Teachers
1:30-2:30	Technology Training (TLT Team)	Returning Teachers
2:30-4:00	Team Building (TAP Team)	All Teachers

Tuesday, August 20, 2013

When	Training	Who Needs to Participate
7:30-8:00	Morning Yoga (Men of TLT)	All Teachers and Staff
8:00 - 10:00	HR: Benefits, Handbook (Patty Bruce, Lisa Frier, Andrea Bennett Xiong)	All Teachers and Staff
10:00-11:00	HR: Paperwork for new teachers (Patty Bruce, Lisa Frier, Andrea Bennett Xiong)	New Teachers and staff
10:00-11:00	Student Orientation Prep	Returning Teachers and Staff
11:00-12:00	Substitute Online Training (Tanya Himango)	All Teachers and staff
1:00-2:00	Common Core & TAP Rubric	All Teachers
2:00-4:00	Technology Training (Sonya & Schut)	New Teachers
2:00-4:00	Applying Technology Training (Hedtke & Lester)	All Returning Teachers

Wednesday, August 21, 2013

When	Training	Who Needs to Participate
8:00 - 9:00	7-12 Cluster meeting (TAP team)	All 6-12 Teachers
8:00-3:30	MIF K-5	ALL K-5 teachers, K-5 Title Math, K-5 SPED
9:30-10:30	9 th Grade C3 Curriculum (Brent Ness)	All 9 th Grade C3 teachers
10:30-11:30	10 th Grade C3 Curriculum (Brent Ness)	All 10 th Grade C3 teachers
11:30-12:30	11 th Grade C3 Curriculum (Brent Ness)	All 11 th Grade C3 teachers
1:30-2:30	12 th Grade C3 Curriculum (Brent Ness)	All 12 th Grade C3 teachers

Thursday, August 22, 2013

When	Training	Who Needs to Participate
8:00 - 4:00	Math Plan (Dr. Lesa Clarkson) ** Teachers: Bring your iPad **	Grades 6-12 Math Teachers

8:00-10:00	Secondary Department Meetings (TAP Team)	MS/HS ELA, Social Studies, Science & Specialist teachers
8:30-12:00	SuperKids K-2 Curriculum	All K-1 Teachers, ELL & Title 1 Reading
12:30-4:00	SuperKids K-2 Curriculum	All 2 & PreK teachers
8:00-10:00	Mimio Training for 2-5 th grade Teachers (Sonya)	All 2-5 teachers
1:00-3:00	Mimio Training for K-1, ELL & Title 1 Teachers (Sonya)	All K-1, K-5 ELL, K-5 Title & K-5 SPED
10:00-11:00	2-5 th C3 Curriculum/PBIS (Bartosh)	All 2-5 Homeroom teachers, ELL K-5
1:30-3:00	Title ELA Curriculum (Schulz)	Title ELA Teachers
3:00-4:00	K-1 st C3 Curriculum/PBIS (Bartosh)	All K-1, Title 1 Teachers, Elementary Science Teachers

Friday, August 23, 2013

When	Training	Who Needs to Participate
8:00 - 9:30	Math Plan (Dr. Lesa Clarkson & Schulz) ** Teachers: Bring your iPad **	Elementary Math Teachers
10:00-12:30	Balanced Literacy (Schulz)	K-5 ELA, ELL, SPED, & K-12 Title ELA
8:00-9:00	C3 MS curriculum (Bartosh)	All MS C3 teachers
9:00-10:00	MS Procedures (Bartosh)	All MS Teachers
1:30-3:00	Title 1 Math Curriculum (Julie Schulz)	K-5 Title 1 Math Teachers
1:30-3:00	FOSS Kits, Science Standards, Vernier Probeware & Science House (Andersen & Lester)	K-8 Science & Ng
3:00-4:00	Grades K-12: First Cluster Meeting (TAP Leadership Team) EA Cluster Meeting (TAP Leadership Team) ** Check with your Mentor for meeting location **	Grades 7-12 Teachers and All (K-12) Paraprofessionals

Monday, August 26, 2013

When	Training	Who Needs to Participate
7:30-8:30	Morning Yoga (Men of TLT)	All Teachers and Staff
8:30-9:30	Home Visits (C3 Team)	All Teachers and Staff
9:00-4:00	CPI Training (Jones & Hooper)	All new SPED
9:30-11:00	Culture Training (Hmong & Karen)	All Teachers and Staff
11:00-12:15	MAP Proctoring and Fall Logistics (Ms. Schulz)	All Teachers
1:30-3:00	ELA Language Program K-5 (Julie Schulz & Lindsey)	All K-5, Title 1 & ELL

Tuesday, August 27, 2013

When	Training	Who Needs to Participate
8:00-9:00	SST Process (GiGi)	All teachers
9:00-4:00	CPI Training (Jones & Hooper)	All new SPED
9:30-10:00	OSHA & medical administration (Kathy Smart)	All teachers and staff
10:00-4:00	Classroom Work Time	All Teachers
10:30-12:30	ELA Assessments (Schulz)	All K-5 Homerooms teachers, K-5 ELL & Title 1 Reading
2:00-4:00	ELL Program Curriculum (Schulz, Berken & Ahrens)	K-5 ELL Teachers & Hanson

Wednesday, August 28, 2013

When	Training	Who Needs to Participate
8:00-4:00	Safety Training (National Trainer)	All Teachers and Staff

Thursday, August 29, 2013 *Teacher start time 9:30******

When	Training	Who Needs to Participate
10:00-11:00	Team Building (TAP Team)	All Teachers and Staff
11:00-3:00	Classroom Work Time	All Teachers
3:00-6:00	Student Orientation	All Teachers and Staff

Friday, August 30, 2013

When	Training	Who Needs to Participate
7:30-4:00	Classroom Work Time	All Teachers
8:30-9:30	Title 1 Department Meeting (Schulz)	All Title 1 Teachers
10:30-12:00	Data Walk (Ms. Schulz)	All Teachers
12:00-1:30	Lunch provided by HCPA - End of training activity (TAP Team)	All Teachers and staff