

Minnesota READ Act Literacy Plan for 2024-25

For

Hmong College Prep Academy (4103-07)

Date Submitted to the State 06/16/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Hmong College Prep Academy (4103-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Hmong College Prep Academy (4103-07)'s literacy goal(s) for the 2024-25 school year:

Literacy Practices SMART Goal 1: The school's proficiency rate on MCA Reading Assessments is greater than 10 percentage points above the resident district average. Literacy Practices SMART Goal 2: 70% of all elementary students will show "typical" or "aggressive" growth in Reading as defined by Fastbridge.

The following was implemented or changed to make progress towards the goal(s):

At HCPA, several elements were implemented during the 2024-2025 school year to make progress toward our literacy goals. In the elementary grades, the Wonders program entered its second year. PLC conversations and professional development placed an emphasis on fostering active student participation in thinking, reading, writing, and engaging in meaningful discussions. Additionally, intervention specialists were realigned to work closely with 1-2 teachers by grade-level teachers to tailor interventions, ensuring that students who required additional support received targeted instruction. In the elementary and secondary schools, Lexia Core5 and PowerUp were implemented to provide further targeted instruction in individualized areas of need. Though not specifically addressing the elementary elementary goals, the secondary team also worked to strengthen literacy practices. In grades 6-9, a large focus was on the implementation of the StudySync curriculum. The curriculum was selected with student learning in mind and in alignment with the K-5 core curriculum. Throughout the year, teachers in grades 6-9 participated in regular planning meetings and Professional Learning Communities (PLCs) to ensure alignment with curriculum standards and to discuss student progress. These collaborative sessions provided an opportunity to reflect on instructional strategies and adjust approaches to best meet the needs of all students. Grades 10-12 also collaborated around literacy instruction and formulated plans to implement StudySync in 2025-2026.

The following describes how Hmong College Prep Academy (4103-07)'s current student performance differs from the literacy goal detailed in the READ Act:

While MCA data has not been officially released for HCPA's resident district for the Spring 2025 MCAs, the elementary program met the target of 70% of students meet their growth goal for the 2024-2025 school year based on fall to spring FastBridge aReading scores.

Hmong College Prep Academy (4103-07)'s literacy goal(s) for the 2025-26 school year:

70% of all elementary (K-5) and secondary (6-12) students will show "typical" or "aggressive" growth in Reading as defined by Fastbridge.

Hmong College Prep Academy (4103-07)'s Local Literacy Plan is posted on the district website at:

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Hmong College Prep Academy (4103-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	Star Phonics
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	Vendor composites using vendor benchmarks	Sta

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Hmong College Prep Academy (4103-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	114	21	117	37	118	66
Grade 1	128	49	127	41	129	66
Grade 2	153	63	155	53	155	60
Grade 3	182	59	183	40	183	47

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Hmong College Prep Academy (4103-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Hmong College Prep Academy (4103-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	118	37
Grade 1	129	6
Grade 2	155	45
Grade 3	183	47

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Hmong College Prep Academy (4103-07) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	aReading	FastBridge	Vendor Benchmarks - High Risk
	AUTOreading	FastBridge	Vendor Benchmarks - High Risk
	CBMR-English	FastBridge	Vendor Benchmarks - High Risk
Grade 5	aReading	FastBridge	Vendor Benchmarks - High Risk
	AUTOreading	FastBridge	Vendor Benchmarks - High Risk
	CBMR-English	FastBridge	Vendor Benchmarks - High Risk
Grade 6	aReading	FastBridge	Vendor Benchmarks - High Risk
	AUTOreading	FastBridge	Vendor Benchmarks - High Risk
Grade 7	aReading	FastBridge	Vendor Benchmarks - High Risk
	AUTOreading	FastBridge	Vendor Benchmarks - High Risk
Grade 8	aReading	FastBridge	Vendor Benchmarks - High Risk
	AUTOreading	FastBridge	Vendor Benchmarks - High Risk
Grade 9	aReading	FastBridge	Vendor Benchmarks - High Risk

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 9	AUTOreading	FastBridge	Vendor Benchmarks - High Risk
Grade 10	aReading	FastBridge	Vendor Benchmarks - High Risk
	AUTOreading	FastBridge	Vendor Benchmarks - High Risk
Grade 11	aReading	FastBridge	Vendor Benchmarks - High Risk
	AUTOreading	FastBridge	Vendor Benchmarks - High Risk
Grade 12	aReading	FastBridge	Vendor Benchmarks - High Risk
	AUTOreading	FastBridge	Vendor Benchmarks - High Risk

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Hmong College Prep Academy (4103-07) to determine which students in grades 4-12 are not reading at grade level:

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

HCPA currently implements universal screening fall, winter, and spring using FastBridge for all students in grades 4-12. aReading and AUTOreading assessments are completed for all students and vendor benchmarks are utilized to determine if a student is reading below grade level (students scoring at "some" or "high" risk). Additionally, all students in grades 4 and 5 are also screened using CBMReading-English assessments in fall, winter, and spring. Scores across screening periods are also used as additional data points when considering grade level reading performance.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Hmong College Prep Academy (4103-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Hmong College Prep Academy (4103-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	2 times per year
Grade 1	Yes	2 times per year
Grade 2	Yes	2 times per year
Grade 3	Yes	2 times per year
Grade 4	Yes	2 times per year
Grade 5	Yes	2 times per year
Grade 6	Yes	1 time per year
Grade 7	Yes	1 time per year
Grade 8	Yes	1 time per year
Grade 9	Yes	1 time per year
Grade 10	Yes	1 time per year
Grade 11	Yes	1 time per year
Grade 12	Yes	1 time per year

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed
- Other - describe (Required)
 - FastBridge Family Report

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Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events
- Other - describe (Required)
 - PTO and Parent Engagement Academies

Continuous Improvement for Parent Notification

Hmong College Prep Academy (4103-07) will make the following changes to parent notification and involvement for the 2025-26 school year:

K-5 families are notified twice per year regarding grade level reading/performance on universal screening assessments. Families in 6-12 are notified annually if their student(s) qualified for language essentials coursework. Language essentials courses are offered to students who are currently performing below grade level based on collected data and FastBridge scores. HCPA plans to build upon current practices to continually strengthen parent notification and involvement. In addition to sharing screening data at conferences and sending information home with students, our goal is to work toward a more unified parent notification model across K-12, including mailed letters to K-12 families and providing additional ideas/resources for supporting students at home, especially in the upper grade levels. We also plan to continue working with our family liaisons and Director of Family Engagement to plan for additional avenues of collaboration to foster literacy with our students.

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Hmong College Prep Academy (4103-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

HCPA utilizes a Multi-Tiered System of Supports (MTSS), aligned with the MnMTSS framework, to ensure instruction and intervention match student needs. The process begins with universal screening using FastBridge assessments conducted in fall, winter, and spring. Students identified as at-risk based on this data undergo further diagnostic assessments, including tools like the PAST, Star Phonics, and LETRS word reading surveys/spelling screeners. In elementary after data collection, grade-level teams, interventionists, ELL staff, and special education staff collaborate to analyze results and determine appropriate groupings for targeted support. Multiple data sources are considered, including universal screening, diagnostic assessments, MCA results, and teacher observations, to tailor interventions that are explicit, systematic, and aligned with the Science of Reading. If a secondary student is reading below grade level based on FastBridge assessments and other data sources, students are enrolled in specific courses (Language Essentials) in addition to their grade-level ELA coursework. These courses provide more targeted support based on student need. Instructional practices are also informed by ongoing professional development in the Science of Reading, including LETRS training for all K-5 teachers.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Fidelity and differentiation of Tier 1 instruction at HCPA are maintained through a structured and collaborative process with teachers, coaches, and administrators:

- Common assessments are administered regularly, and the results are tracked in grade-level data trackers.
- Professional Learning Communities (PLCs) use a "Teach-Assess-Analyze-Action" cycle to reflect on data and adjust instruction accordingly with reteaching or remediation.
- Coaches and administrators support teams by analyzing formative assessment data (e.g., Wonders Progress Monitors, exit tickets) and by observing instructional implementation.
- Teachers differentiate Tier 1 instruction by embedding strategies for students, including English Language Learners.

Models to support include co-teaching, co-planning, and small-group instruction focused on oral language, vocabulary, and comprehension.

- A dedicated Targeted Instruction block is scheduled daily across K-5 to address specific student needs with small group instruction.
- Coaching cycles and professional development (e.g., LETRS) reinforce structured literacy practices, ensuring high-quality and consistent instruction.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

In elementary, intervention specialists utilized S2i reports within FastBridge to initially group students based on identified areas of need, such as phonics, phonemic awareness, and fluency. To further refine these groupings, they reviewed Star Phonics data and conducted additional diagnostic assessments to pinpoint specific skill gaps.

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The initial intervention groups prioritized students identified as "high risk," with additional consideration given to students at "some risk" on a case-by-case basis. Throughout the process, the intervention team collaborated closely with the ELL department to ensure appropriate placement and support for students who are also identified as English language learners. Tier 3 interventions in elementary are considered when students experience less than expected growth after several cycles of intervention. Prior to engaging in a Tier 3 intervention, other factors such as attendance, frequency/duration of intervention, etc. are considered. In secondary, teachers similarly utilize FastBridge assessment scores and other data points to determine if a student should be enrolled in a Tier 2 Language Essentials class. Teachers intensify interventions within this structure based on student need.

Progress monitoring data collection for students in Tier 2 occurs: Once a week

Progress monitoring data collection for students in Tier 3 occurs: Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

Teachers in secondary use PowerUp data and reports to determine if the students are making progress and to determine when necessary intensification or modification is needed. In elementary, intervention specialists track Tier 2 interventions using FastBridge progress monitoring once per week. This allows teachers to see data points along a trend line in comparison to their goal line. When students have multiple data points below their goal line or inconsistent data/attendance, students are discussed within the intervention team and student support team (SST) to determine if any additional interventions or modifications to the current intervention are needed or if there is a recommendation/need to intensify to add a Tier 3 intervention. Tier 3 interventions in elementary are considered when students experience less than expected growth after several cycles of intervention. Prior to engaging in a Tier 3 intervention, other factors such as attendance, frequency/duration of intervention, etc. are considered. Tier 3 interventions in elementary are also progress monitored weekly. Inadequate progress at the Tier 3 level is discussed in a similar protocol. If needed, an individual student support team meeting involving all staff working with the student is called to discuss progress.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Across K-12, students exit from intervention if they reading at grade level/"low risk" based on FastBridge Interventions.

Does Hmong College Prep Academy (4103-07) use personal learning plans for literacy:

No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

Continuous Improvement for Data-Based Decision Making for Action

Hmong College Prep Academy (4103-07) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

During strategic school planning in the summer of 2025, we will determine adjustments needed as part of our continuous improvement to support student learning. In 2025-2026, we aim to further align our tiers of instruction, coordinate for even more intentional collaboration across K-12 professionals, and analyze/solidify entrance/exit criteria. In K-12, teams will consider how Lexia Core5 and PowerUp data can be used more in planning for student supports.

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2024\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Hmong College Prep Academy (4103-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Hmong College Prep Academy (4103-07) has participated in MDE MnMTSS professional learning:

Yes

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Hmong College Prep Academy (4103-07) will make the following changes to multi-tiered systems of supports for the 2025-26 school year:

During strategic school planning in the summer of 2025, HCPA's teams will be working to action-plan for changes to our MTSS for the 2025-2026 school year. Within our district MTSS team, one goal is to refine our data systems for a more proactive approach to identifying student needs. This involves creating strong early warning systems through a new data analytics platform within our student information system, PowerSchool. In better refining these systems, we aim to have more responsive data analyzation to direct support for students.

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Hmong College Prep Academy (4103-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	115
	· Heggerty Phonemic Awareness (2020)	Supplemental	5
Grade 1	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	110
	· Heggerty Phonemic Awareness (2020)	Supplemental	5
Grade 2	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	80
	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	35
	· Heggerty Phonemic Awareness (2020)	Supplemental	5
Grade 3	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	110
Grade 4	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	105
Grade 5	· Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	105

Continuous Improvement for Core Reading Instruction and Curricula

Hmong College Prep Academy (4103-07) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

Pending summer collaborative planning and data analysis in K-2, there may be revisions to K-2 supplemental/foundational curriculums in order to better align with student needs.

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Hmong College Prep Academy (4103-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI, Functional Phonics, Wonders Instructional Resources, Lexia Core5	UFLI, Functional Phonics
Grade 1	UFLI, Functional Phonics, Wonders Instructional Resources, Lexia Core5	UFLI, Functional Phonics
Grade 2	UFLI, Functional Phonics, Wonders Instructional Resources, Lexia Core5	UFLI, Functional Phonics
Grade 3	UFLI, Functional Phonics, Wonders Instructional Resources, Lexia Core5, Read Naturally	UFLI, Functional Phonics, Read Naturally
Grade 4	UFLI, Functional Phonics, Wonders Instructional Resources, Lexia Core5, Read Naturally	UFLI, Functional Phonics, Read Naturally
Grade 5	UFLI, Functional Phonics, Wonders Instructional Resources, Lexia Core5, Read Naturally	UFLI, Functional Phonics, Read Naturally
Grade 6	Lexia PowerUp, FastBridge Interventions, Read Naturally	Lexia PowerUp, FastBridge Interventions, Read Naturally
Grade 7	Lexia PowerUp, FastBridge Interventions, Read Naturally	Lexia PowerUp, FastBridge Interventions, Read Naturally
Grade 8	Lexia PowerUp, FastBridge Interventions, Read Naturally	Lexia PowerUp, FastBridge Interventions, Read Naturally
Grade 9	Lexia PowerUp, FastBridge Interventions, Read Naturally	Lexia PowerUp, FastBridge Interventions, Read Naturally

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Grade 10	Lexia PowerUp, FastBridge Interventions, Read Naturally	Lexia PowerUp, FastBridge Interventions, Read Naturally
Grade 11	Lexia PowerUp, FastBridge Interventions, Read Naturally	Lexia PowerUp, FastBridge Interventions, Read Naturally
Grade 12	Lexia PowerUp, FastBridge Interventions, Read Naturally	Lexia PowerUp, FastBridge Interventions, Read Naturally

Continuous Improvement for Reading Interventions

Hmong College Prep Academy (4103-07) will make the following changes to reading interventions for the 2025-26 school year:

In 2025-2026, HCPA plans to implement additional professional development, guidance, and support on using progress monitoring

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Hmong College Prep Academy (4103-07) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 07/01/2026

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

For teachers who score below the recommended 80% proficiency threshold, HCPA will provide targeted and ongoing support through multiple avenues. The LETRS Local Certified Facilitator team, comprised of members of the K-12 coaching team, teachers, and team leads, will continue to offer embedded support within their respective departments across the K-12 continuum. In addition, instructional coaches who have completed or are currently completing LETRS training will provide individualized coaching. Key components of the Science of Reading, including explicit, systematic, and evidence-based instructional strategies, will be reinforced through Professional Learning Communities (PLCs), collaborative planning sessions, student work analysis, and follow-up coaching. Based on individual teacher performance and identified areas for growth, additional supports may include co-planning, instructional modeling, and peer observations to ensure effective and consistent implementation of best practices.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

HCPA utilizes the National Institute for Excellence in Teaching (NIET) Instructional Teaching and Learning Standards Rubric. This rubric has been mapped with look-fors related to the Science of Reading and Foundational skills. Coaches and administrators collect instructional fidelity data using this rubric through both formal and informal evaluations and observations. Teachers also complete self-reflections on their own instructional practices utilizing this rubric.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Data from observations is used in coaching to identify areas of need from teachers in the building. In 2024-2025, HCPA implemented a new coaching platform that supports coaches to track/analyze this

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information to better inform impactful coaching.

The following changes in instructional practices have impacted students :

In our elementary grades, students are transitioning from grade level to grade level with built knowledge around phonics and phonological awareness. In the upper grades, we are seeing more students who are proficient with word recognition than in previous years. In the lower grade levels this year, our K-1 students made exceptional growth. Based on aReading, the number of "High Risk" students decreased from 39% in the fall to 22% in the spring. Numbers of "Low Risk" students increased from 20% to 34% and counts of "College Pathway" students increased from 9% to 20%.

Hmong College Prep Academy (4103-07) has implemented the following professional development and support for teachers around culturally responsive practices:

HCPA's instructional rubric includes culturally responsive, student-centered practices that guide both classroom instruction and professional development. These practices are reinforced through ongoing professional development focused on relationship-building, student voice, and inclusive instruction. To support culturally responsive literacy, HCPA uses a highly rated curriculum that features a wide diversity of authors and perspectives. Professional development helps teachers implement the curriculum in ways that affirm students' identities and promote engagement and student ownership. Instructional coaching and collaboration further support teachers in planning and delivering literacy instruction that is both rigorous and culturally responsive.

Hmong College Prep Academy (4103-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community
 - Attended District Literacy Lead Community of Practice
 - Attended Local Certified Facilitator Community

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

HCPA plans to continue PLC meetings focused on literacy and instruction. Additionally, HCPA plans to continue LETRS (Language Essentials for Teachers of Reading and Spelling) training with our Local Certified Facilitators. Additionally, we plan to have additional professional development opportunities around the Minnesota ELA standards.

Continuous Improvement for Professional Development Plan

Hmong College Prep Academy (4103-07) will make the following changes to the professional development plan for the 2025-26 school year:

Based on data analysis and summer planning discussions, we will be making responsive adjustments in the 2025-2026 school year. At present, HCPA is planning on implementing StudySync in additional grade levels and will be scheduling training to do so. Additionally, we are planning for further training on Lexia Core5 and PowerUp so that teachers can leverage the platforms even more strongly to support student need.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the [MDE READ Act Professional Development webpage](#).

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who,need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	0	0	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	11	3	5	3
K-3 Classroom Educators	28	17	7	4
Grades 4-5 (or 6) Classroom Educators (as determined by district)	16	7	8	1
K-12 Reading Interventionists	19	11	7	1
K-12 Special Education Educators responsible for reading instruction	16	2	5	9
PreK through grade 5 Curriculum Directors	15	5	9	1
PreK through grade 5 Instructional Support Staff who provide reading support	28	1	1	26

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

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Grades 4-12 Classroom Educators responsible for reading instruction	0	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	0	0	0	0
Grades 6-12 Instructional support staff who provide reading support	14	0	0	14
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	0	0	0	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Hmong College Prep Academy (4103-07) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

\$85,608.93

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

\$0.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Not applicable

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Hmong College Prep Academy (4103-07) received the following amount of READ Act Literacy Aid in the 2025 school year:

\$100,169.52

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Not applicable

The following amount of READ Act Literacy Aid remains in the required reserved account:

\$100170

If funds remain, the plan to spend down the remaining funds are as follows:

HCPA has employed a Literacy Lead who will begin their contract on July 1, 2025. Some of these funds have been allocated to fund this position. Additionally, we anticipate using funds toward approved reading interventions, pending release of this list by MDE in fall of 2025. We anticipate remaining funds to go toward the purchase/renewal of screeners and substitute teacher costs in 2025-2026.