

## Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Hmong College Prep Academy (4103-07)

Date Submitted to the State 06/12/2026

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 2025-26 school year:

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

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

Across K-12 coaches and leadership strengthened our work in PLCs to align instruction to both the new ELA standards and student needs. We adopted UFLI as a K-2 foundational reading curriculum to supplement Wonders word work.

Across K-5 our targeted instruction time was restructured to include classroom and intervention teachers opportunities to support students on both sides of the reading rope. In 6-12 each grade level SS team included a language specialist team member that had completed or was in the process of completing READ Act approved professional development.

The teams then worked together to include vocabulary, reading and writing skills into the SS curriculum.

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

In the 25-26 school year 69.85% of all K-12 students showed "typical" or "aggressive" growth in aReading as defined by Fastbridge. This is incredibly close to our goal of 70%. In addition, 70.48% of students identified as English Language Learners showed "typical" or "aggressive" growth and 70.57% of students with Special Education needs showed "typical" or "aggressive" growth. This growth shows that our students are making steady progress towards the goal of all students reading at grade level. However we acknowledge also that 26% of all K-12 students continue to score in the "high risk" range in aReading as defined by Fastbridge.

Hmong College Prep Academy (4103-07)'s literacy goal(s) for the 2026-27 school year:

By EOY, 70% of K-3 students who are identified by Fastbridge as High or Some Risk at the BOY will show "typical" or "aggressive" growth in Early Reading or CBMr as defined by Fastbridge. By EOY, 90% of K-3 students who are identified as Low Risk and College Pathway will maintain "typical" growth in Early Reading or CBMr as defined by Fastbridge. By EOY, 70% of continuously enrolled 4-12 students who are identified by Capti ReadBasix with Weak or Low Average performance in Word Recognition and Decoding and Reading Efficiency will maintain or increase their percentile ranking from their previous EOY.

## Local Literacy Plan for Hmong College Prep Academy (4103-07)

The Local Literacy Lead, Kim Guessford, for Hmong College Prep Academy (4103-07) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead is a member of both the district's Instructional Leadership Team and the District's MTSS team. As a member of these teams the DLL is able to engage school leadership in conversations that impact the literacy plan and implementation of the literacy goals. Beyond these structured meetings the DLL has met with both district and school leadership around a variety of topics that are reflected throughout the literacy plan including but not limited to intervention, assessment and parent communication.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

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

<https://www.hcpak12.org/aboutus/school-board/hcpa-reports-procedures-and-plans>

## 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.

Hmong College Prep Academy (4103-07) has administered an MDE approved K-3 READ Act screening tool

Yes

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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	MDE Composites	Nonsense words where applicable
	Grade 1	MDE Composites	Nonsense words where applicable
	Grade 2	MDE Composites	Nonsense words where applicable
	Grade 3	MDE Composites	Nonsense words where applicable

The district or charter school conducted oral language screening in the 2025-26 school year?

No

### Continuous Improvement for Screening Tools Used in Grades K-3

Hmong College Prep Academy (4103-07) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Hmong College Prep Academy (4103-07) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

In 2026-27 HCPA will screen any students with a WIDA score below 2.0 with mClass DIBELS 8th edition. We are currently undecided about whether we will screen all K-3 students with mClass DIBELS 8th edition instead of Fastbridge. In addition we will include the Fastbridge or DIBELS Oral Repetition Subtest for all K-2 students in the fall as required by the READ Act.

### 3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Integrated screening process: Capti ReadBasix was used for both step 1 and step 2. All students who were not consistently demonstrating grade level reading skills were administered CaptiReadBasix.

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

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 8	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 5	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 9	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 11	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	3 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	3 time per year	N/A CaptiReadBasix used as Step 1 & 2

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Hmong College Prep Academy (4103-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

Yes

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We used Capti ReadBasix for progress monitoring in grades 6-12 between winter and spring screening. This progress monitoring was used to monitor the effectiveness of coteaching and explicit vocabulary instruction.

### Continuous Improvement for Screening Tools Used in Grades 4-12

Hmong College Prep Academy (4103-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

In 2026-27 we will expand our use of Capti ReadBasix and give all students all six subtests.

### 4. 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	122	37	129	31	130	55
1st	125	47	133	51	132	50
2nd	135	63	141	59	142	59
3rd	159	76	160	63	162	56

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. 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) uses the following criteria to identify students 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	136	39
1st	143	31
2nd	152	61
3rd	170	38

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

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 Word subtest

### Continuous Improvement for Dyslexia Screening Summary Student Counts in Grade K-3

Hmong College Prep Academy (4103-07) will make the following changes to dyslexia screening in grades K-3 in the 2026-27 school year.

HCPA is determining whether we will continue to use Fastbridge for our general dyslexia screening or shift to Dibels.

## 6. Dyslexia Screening Summary Student Counts Grades 4-12

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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	196	0	196	0	136	0
5th	204	0	204	0	129	0
6th	213	0	213	0	139	1
7th	257	0	257	0	118	0
8th	257	0	257	0	96	1
9th	231	0	231	0	67	3
10th	179	0	179	0	49	1
11th	193	0	193	0	27	2
12th	182	0	182	0	30	0

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. 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. Elementary students identified as at-risk based on this data undergo further diagnostic assessments, including tools like the PAST and LETRS screeners. 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. Secondary students who are reading significantly 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. Additionally, data was used to determine a tier 1 need throughout secondary, therefore the decision was made to address that through coteaching in Social Studies classes and include explicit vocabulary and literacy instruction to all students. Instructional practices are also informed by ongoing professional development in the Science of Reading, including LETRS training for all K-5 teachers and 6-12 Language Specialist Teachers and Special Education 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 our data systems network. 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 that responds to both screening data and ongoing classroom data. In K-2 UFLI data is used weekly to target specific student needs in phonics. Coaching cycles and professional development (e.g., LETRS) reinforce structured literacy practices, ensuring high-quality and consistent instruction.

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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 conducted additional diagnostic assessments such as the LETRS Word Reading Survey to pinpoint specific skill gaps. 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. Additionally, teachers used Fastbridge data and other factors to determine class placement in co-taught Social Studies classes.

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:

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 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. Secondary vocabulary progress monitoring was used to determine the effectiveness of the intervention and co-teaching model and to identify teacher practice success. Tier 2 teachers in Language Essentials classes use PowerUp data and reports to determine if the students are making progress and to determine when necessary intensification or modification is needed.

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

In elementary students receiving Tier 2 and Tier 3 interventions may exit interventions if they no longer meet the grade level criteria for that level of intervention. However those students will likely continue to receive support and targeted instruction through Tier 1 differentiation in the classroom. In secondary students may exit intervention if their reading skills no longer qualify them for an intense intervention according to Capti ReadBasix and Fastbridge screening. However these students will continue to receive Tier 1 support through Social Studies co-teaching and other curricular

areas.

### 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, and progress monitoring procedures in the 2026-27 school year:

During the summer of 2026 HCPA will continue to make adjustments to our 6-12 intervention programs through planning Phase 2 teacher professional development training and developing a system to field test intervention programs and strategies in the fall. Our K-5 intervention program will make adjustments to the decision making process to reflect the changes in screening assessments that will be given.

## 8. 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 and method of parent notification for each grade level.

### Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 2	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 3	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 4	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 5	1 time per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

### Continuous Improvement for Parent Notification

Hmong College Prep Academy (4103-07) will make the following changes to parent notification and involvement for the 2026-27 school year:

HCPA will work to strengthen our parent and community involvement in literacy by engaging parents in conversations about the benefits of fluent reading and how a parent and school partnership can work to support their students.

Additionally HCPA will work to include community partnerships throughout the school year.

## 9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

### Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and 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.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	29
	Foundational	Grade 1	29
	Foundational	Grade 2	29
Wonders, K-5, 2023 (Partially Aligned)	Comprehensive	Kindergarten	80
	Comprehensive	Grade 1	80
	Comprehensive	Grade 2	80
	Comprehensive	Grade 3	105
	Comprehensive	Grade 4	105
	Comprehensive	Grade 5	105

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: During 2021-2022 and 2022-2023 school years, HCPA K-5 teachers engaged in curriculum research, pilot, and selection process. A team of educators representing classroom teachers, intervention specialists, special education teachers, instructional coaches, and administrators were assembled to begin the review. Teachers selected as part of the curriculum review team had completed Language Essentials for Teachers of Reading and Spelling (LETRS) training and were knowledgeable in the science of reading. The team utilized materials and rubrics designed to evaluate curricula/resources for alignment to the science of reading in order to determine metrics for curriculum selection. After establishing these metrics, the team reviewed various resources for alignment. Three resources were selected, with two being finalized for initial pilot in K-5 classrooms. After piloting, teachers further analyzed the resources and student/teachers experiences as compared to the metrics for selection. Wonders (McGraw-Hill, 2023) was selected and was first implemented in the 2023-2024 school year.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Teachers were trained for using Wonders beginning in the fall of 2023. Since then implementation fidelity has been

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built on each year to include teachers unpacking the units and aligning them to state standards. Teachers were trained for using UFLI in the fall of 2025. Fidelity checks were done throughout the year with teacher specific feedback.

## 10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

### Literacy Intervention Resources 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.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
Lexia Core 5	Tier 2 & 3	Kindergarten	15
	Tier 2 & 3	Grade 1	15
	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
Lexia PowerUp	Tier 3	Grade 6	30
	Tier 3	Grade 7	30
	Tier 3	Grade 8	30
	Tier 3	Grade 9	30
	Tier 3	Grade 10	30
	Tier 3	Grade 11	30
	Tier 3	Grade 12	30
UFLI	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 3	Grade 1	30
	Tier 2	Grade 2	20
	Tier 3	Grade 2	30
	Tier 2	Grade 3	20
	Tier 3	Grade 3	30
	Tier 2	Grade 4	20
	Tier 3	Grade 4	30
	Tier 2	Grade 5	20

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
UFLI	Tier 3	Grade 5	30
Other Resources - FastBridge Interventions	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - Functional Morphology	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
Other Resources - IES practice guide vocabulary strategies	Tier 2	Grade 6	10
	Tier 2	Grade 7	10
	Tier 2	Grade 8	10
	Tier 2	Grade 9	10
	Tier 2	Grade 10	10
	Tier 2	Grade 11	10
	Tier 2	Grade 12	10

Continuous Improvement for Literacy Intervention Resources

Hmong College Prep Academy (4103-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

For the 2026-2027 School year we will review and pilot additional interventions to reach the needs of our 6-12 students. We will use the list of approved interventions and based on the needs of our students and the intervention model we decide on we will choose the intervention that will work the best. In addition to that we will likely expand our intervention use in K-5 to include interventions that support morphology and fluency.

## 11. Literacy Aid Funds

### Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Hmong College Prep Academy (4103-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$81,810

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$77,330

### 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 2024 school year:

\$100,169

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$81,987

The plan to spend down the remaining funds are as follows:

HCPA plans to spend the remaining funds on strengthening our 6-12 intervention program, funding our existing K-5 curriculum and intervention, and funding a portion of the District Literacy Lead's salary.

### Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	Read Act Literacy Aid
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Read Act Literacy Aid

## 12: 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 Phase 1 professional development program(s):

- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Hmong College Prep Academy (4103-07) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

06/15/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

The following support is 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 Local Literacy Lead and LETRS Local Certified Facilitator team will offer embedded support within their respective teams 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 the Literacy Lead and/or instructional coaches working on 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 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. In addition

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the UFLI fidelity checklist was used multiple times throughout the year to monitor fidelity of our foundational curriculum.

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 information to better inform impactful coaching. Data from UFLI fidelity checklists will also be used to guide additional professional development or coaching and support as needed.

The following changes in instructional practices have impacted students:

One instructional practice that has impacted students is our shift to UFLI which represents a shift to systematic instruction for foundational phonics in K-2. Our fidelity checks showed that over the course of the school year teachers became more comfortable with delivering UFLI with fidelity which in turn helped students make significant growth in reading. This can be shown through our K-1 earlyReading scores from last year to this year. In 24-25, 35% of K-1 grade students were in "College Pathway" or "low risk". In 25-26, we were able to raise that number to 40%.

Hmong College Prep Academy (4103-07) has implemented the following professional development and support for teachers around culturally responsive literacy 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 in order to support teachers in growing independent learners. 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. This year the instructional leadership teams reflected on culturally responsive leadership by reading "Culturally Responsive Teaching and the Brain" by Zaretta Hammond. These reflections will guide instructional coaching and collaboration to 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 of Practice
- Other, explain

Attended other workshops that were being provided around Capti ReadBasix, Secondary planning, and standards alignment.

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 will continue to provide additional literacy focused professional development through ongoing professional learning community meetings. Across K-12, teams engage in a collaborative "unit unpacking" and preparation process

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that involves analyzing and understanding grade level standards as they connect to the curricular resources utilized with the school. We will continue to utilize resources connected to the standards provided by MDE as well as any new materials that may emerge from this summer's ELA standard-setting. We intend to spend time analyzing and providing time for teams to understand MCA scores connected to the new ELA MCA when data is released in the fall.

### Continuous Improvement for Professional Development Plan

Hmong College Prep Academy (4103-07) will make the following changes to the professional development plan for the 2026-27 school year:

In school year 2026-2027 HCPA will participate in Phase 2 training for secondary ELA teachers. The training will also include any secondary instructional coaches and administrators that have not participated in LETRS.

### 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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	16	13	1	2
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	32	26	1	5
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	28	21	2	5
K-12 Teachers holding English as a second language licenses	12	9	1	2
K-12 Reading Intervention Teachers	19	17	0	2
K-12 Special Education educators responsible for foundational reading instruction	24	8	5	11
Pre-K through grade five Curriculum Directors	14	12	2	0

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Employees who select literacy instructional materials for grades pre-K through grade five	0	0	0	0
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**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
Teachers who provide foundational reading instruction to students in grades 4-12	12	0	0	12
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	0	0	0	0
Grades 6-12 Curriculum Directors	2	0	0	2
Grades 6-12 instructional support staff who provide reading support	0	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

24

The PSLT was provided by:

District PSLT Trainer

## 14. 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 \(2025\)](#). 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 2026-27 school year:

HCPA will continue to adjust and streamline our MTSS system as we work to identify areas of strength and areas of growth in our systems. Specifically we will continue to establish efficient data collection and collaborative conversation routines. Additionally due to the changing screening assessments, our academic MTSS teams will need to adjust some of our criteria and flow charts for identifying students needing support.

## 15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Hmong College Prep Academy (4103-07) does not include a DLI Program