



North Metro Flex Academy

2016-2017

World's Best Workforce Plan

Our Mission:

North Metro Flex Academy's mission is to prepare a diverse community of elementary, middle and high school students to be successful in college and in their careers through a flexible "blended learning" experience that develops analytical, compassionate, disciplined and self-directed learners.

Our Vision:

North Metro Flex Academy's vision is to create a high-performing and innovative school that will produce graduates capable of exemplary levels of higher order thinking and student achievement, as well as prepare students for any post-secondary opportunity they may wish to pursue. Our school will be a place where all students will have access to exceptional curriculum, tools, and teaching to maximize their success in life.

Our History:

North Metro Flex Academy opened in the Fall of 2016 with 170 students in attendance. The school started out enrolling students in grades K-4, with the intention of adding a fifth grade in 2017. Our school is very diverse, including a rich blend of students from different cultures, ethnicities, and socio-economic backgrounds. Our staff reflected the makeup of our student population, and included members of the Latino, East African, African American, and Asian communities. We are now in the process of forming committees, engaging stakeholders, and enriching our academic and extra-curricular activities to better serve our community of learners.

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is based on five beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduating from high school
- All students graduate from high school

North Metro Flex Academy's World's Best Workforce Plan serves as a blueprint that demonstrates how school initiatives and plans will work together in order to create a quality workforce equipped with the necessary skills for the 21st century. The plan must support and improve teaching and learning that is aligned to the World's Best Work Force, and includes:

- Clearly defined student achievement goals and benchmarks
- Process to evaluate each student's progress toward meeting the state and local academic standards
- System to review and evaluate the effectiveness of instruction and curriculum
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology
- Collaborative professional culture that support teacher quality, performance and effectiveness
- Evidence-based strategies for improving curriculum, instruction and student achievement
- Annual budget for continuation of the district plan's implementation

Under the legislation, the district will publish a report on plan results each fall, hold an annual public meeting, periodically survey constituencies about their level of satisfaction with the school district, and submit an electronic summary of the report to the state commissioner of education.

Stakeholder Engagement

Annual Report

Each school year, the school board will publish a report in the local newspaper, by mail or by electronic means on the NMFA website: www.northmetroflex.com

Annual Public Meeting

North Metro Flex Academy will hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders will be meaningfully involved, and this meeting will occur separately from a regularly scheduled school board meeting.

School Advisory Committee

The NMFA Parent Advisory Committee will reflect the diversity of the school. It will include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The school advisory committee makes recommendations to the school board.

Student Enrollment and Demographics

North Metro Flex Academy opened in the Fall of 2016 with approximately 170 students enrolled. On October 1, 2016, 167 students were reported to MDE for our first enrollment report.

Our NCLB demographics as of October 1, 2016, were as follows:

White – 59 – 35.3%

Black – 67 – 40.1%

Asian – 12 – 7.2%

American Indian – 17 – 10.2%

Pacific Islander – 12 – 7.2%

TOTAL: 167

Hispanic/Latino: 45%

In comparison to ISD 622, our surrounding district, our Free and Reduced, Special Education, and English Learners compared as follows:

District	Total Students	Percent Free and Reduced	Percent Special Education	Percent English Language Learners
NMFA	154	68%	13-17%	23%
ISD 622	10,301	55%	17%	11%

Student Attrition:

From September 7th until November 15th of 2016, our enrollment changed from 170 to 155. Families withdrew from our school for several reasons including long bus rides and transportation issues, a lack of agreement on school discipline, and moving out of our area.

Academic Performance

All NMFA students participated in NWEA Math and Reading Proficiency Testing in the fall of 2016. From this testing, we obtained the following baseline information:

Baseline Summary:

Kindergarten: 44 students tested

Kindergarten math: 44 students tested; Results - 14% low achievement, 30% low average achievement, 23% average achievement, 23% high average achievement, 11% high achievement.

MEAN RIT: 138; NORM: 140.

Kindergarten reading: 44 students tested; Results - 14% low achievement, 27% low average achievement, 11% average achievement, 36% high average achievement, 11% high achievement.

MEAN RIT: 141; NORM: 141.

First grade: 35 students tested

First grade math: 35 students tested; Results - 31% low achievement, 14% low average achievement, 23% average achievement, 20% high achievement.

MEAN RIT: 159; NORM: 162.

First grade reading: 35 students tested; Results - 40% low achievement, 11% low average achievement, 23% average, 9% high average achievement, 17% high achievement.

MEAN RIT: 154; NORM: 161

Second grade: 30 students tested

Second grade math: 30 students tested; Results - 43% low achievement, 10% low average achievement, 27% average achievement, 13% high average achievement, 7% high achievement.

MEAN RIT: 168; NORM :177

Second grade reading: 30 students tested; Results - 37% low achievement, 30 % low average achievement, 10% average achievement, 23% high average achievement, 0% high achievement.

MEAN RIT: 166 NORM: 175

Third grade: 37 students tested

Third grade math: 37 students tested; Results - 27% low achievement, 24% low average achievement, 27% average achievement, 19% high average achievement, 3% high achievement.

MEAN RIT: 184; NORM: 190

Third grade reading: 37 students tested; Results - 22% low achievement, 16% low average achievement, 22% average achievement, 24% high average achievement, 16% high achievement.

MEAN RIT: 185; NORM: 188.

Fourth grade: 18 students tested

Fourth grade math: 18 students tested; Results - 56% low achievement, 22% low average achievement, 17% average achievement, 6% high average achievement, 0% high achievement.

MEAN RIT: 188; NORM: 202.

Fourth grade reading: 18 students; Results - 28% low achievement, 17% low average achievement, 22% average achievement, 28% high average achievement, 6% high achievement.

MEAN RIT: 193; NORM: 198.

Academic Goals 2017-18

ACCOUNTABILITY GOAL

Student Achievement on Required Tests

PERFORMANCE GOALS AND MEASURES

The percent of students continuously enrolled for at least 1 year will exceed, by at least 10 percentage points, the percent of all same-subgroup students statewide demonstrating proficiency in ELA and math. Progress towards this goal will be measured annually using the MCAIII.

HOW PROGRESS IS TRACKED

Weekly progress monitoring in formative digital embedded assessments

Course passing rates and grades

NWEA/MAP data (or comparable assessment) in fall, winter, and spring

WIDA Pre (W-APT) (Fall) and Post (Spring) Assessment

MCA III OLPA (Math and Reading in Winter

Annual MCA, MTAS, WIDA Access and other required state assessments

Student Academic Growth Monitoring

The percent of students “on track” for success (expected to remain or become proficient) will exceed the statewide percent for each subgroup as measured by the MCAs in reading and in mathematics each year.

Each cohort of students continuously enrolled for one year will make an average annual growth equivalent of 150% (1.5 years) in reading and math on the NWEA nationally-normed assessment or other comparable assessment

Weekly progress monitoring in formative digital embedded assessments

Course passing rates and grades

Moby Max, IXL, and Think Central formative and summative data or comparable assessments

WIDA Pre (Fall) and Post (Spring) Assessment

Third and Fourth Grade MCA III Practice Tests (OLPA) in Winter as interim tests

NWEA-MAP in fall, winter, and spring

Annual MCA assessments

System to review and evaluate the effectiveness of instruction and curriculum:

NMFA’s system for reviewing and evaluating the effectiveness of instruction and curriculum is multi-pronged. We use online curriculum maps in Google Docs which allow for constant updating and monitoring of standards and curriculum alignment. NMFA uses staff-driven PLCs to focus on areas of need within the district. The PLC structure also allows for analysis of assessment data, construction of learning initiatives, and evaluation of effectiveness. Finally, PLC teams meet regularly to check progress and realign flex groupings of students, and PLCs are used to provide a collaborative and ongoing learning process so teachers can continue to develop their skills and strategies.

Practices that integrate high-quality instruction, rigorous curriculum, instructional technology:

In order to provide high quality instruction, teachers continue to focus on teaching main ideas, identifying supporting details, and building comprehension skills by using a variety of instructional approaches for the area of reading. Teachers use manipulatives, pictures, diagrams, number lines, tables, and graphs to help students learn mathematical concepts. Teachers use differentiation to build on student interests and they use frequent formative assessments to carefully monitor student progress.

In order to provide rigorous curriculum that is individualized to the needs of students, those students with MAP scores below benchmark are connected to developmentally-appropriate assignments in Moby Max, IXL, and Lexia, all online learning systems that generate assignments and assessments to support classroom instruction.

Instruction through technology is implemented by the use of Chrome Books and Laptops for all students in grades K-4. Through the use of technology, NMFA staff members are encouraged to modify and change their curriculum based on the changing opportunities of real-time open source materials. Technology based

instruction is provided through the Houghton Mifflin Harcourt/Think Central online programs which are utilized to assist on MCA and MAP reading, math, and science tests.

All curriculum maps will be reviewed at the district level on a yearly basis. School Curriculum Maps, Goals and Benchmarks for all subject areas will be found on the NMFA website under “Our Program.” All curriculum maps are aligned with state standards. Student achievement data will be found on the website under the Annual Report.

Collaborative professional culture that support teacher quality, performance and effectiveness

Our teacher evaluation plan will incorporate an annual professional review cycle for all teachers based on a modified Charlotte Danielson’s Framework for Teaching. Administrators will evaluate the quality of individual teachers and provide feedback to ensure continued growth. The rubric will provide teachers with feedback regarding areas of strength in their teaching as well as areas in need of improvement. Teachers will complete annual growth and development plans which will be submitted to administration. These growth and development plans will be built on data from the assessments used by the school. In addition, teachers will participate in PLCs to document evidence of reflection and professional growth. The NMFA/ACCEL Principal Evaluation will use a modified State of Minnesota Principal Evaluation Plan.

Evidence-based strategies for improving curriculum, instruction and student achievement

Evidence based strategies for improving curriculum, instruction and achievement include Data Driven Instructional practices, and the identification of students who need additional support early on in the educational process. In the area of professional development, our leadership team will meet during the summer months and plan several all-day workshops during the school year. These workshops will be used to target and develop particular school-wide strategies in reading and math, and teams will examine MCA and MAP data in the fall to determine student placement and individual learning plans.

Identification of students who are in need of additional support includes data analysis and Child Find models. Data analysis is used to provide students with appropriate interventions based on benchmarks and data. Child Find includes addressing students with more intensive needs.

Annual budget for continuation of the district plan's implementation

The budget will be reviewed annually. Staff development dollars will be set aside from the general fund to finance opportunities both within the school and outside of the school for teachers to engage in best practice training and strategies.

The Board of Directors will hold an annual public meeting to review and revise the World’s Best Workforce plan as well as the school’s success in achievement and the improvement plans leading to the World’s Best Workforce. The Board of Directors will send an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall. The school Principal will compile this summary. The Board of Directors will periodically survey affected constituencies about their connection to and level of satisfaction with school. The school shall include the results of these surveys in the summary report. The school will have a committee that advises and reviews plans for implementing and defining standards and performance goals for NMFA students (Parent Advisory Comamittee.) The committee will be comprised of parents, students, and/or staff from our school community.

Local Literacy/Reading Well by Third Grade

Literacy Plan 2016-2017 North Metro Flex Academy (NMFA)

Read Well by Third Grade, MN Statute 120B.12

<http://education.state.mn.us/MDE/EdExc/ReadWell/index.html>

Consistent with MN Statute 120B.12, NMFA will:

1. Provide comprehensive, scientifically based reading instruction;
2. Assess students level of reading proficiency and identify students not yet reading at grade level;
3. Notify and involve parents/guardians of students who are not yet reading a grade level;
4. Intervene and accelerate learning growth for students who are not yet reading at grade level
5. Train and support all elementary teachers in order to provide comprehensive, scientifically-based, and culturally sensitive instruction.
6. Annually adopt and post a "Local Literacy Plan" outlining steps to ensure that all students are reading at or above grade level by the end of third grade.

Local Literacy Plan

1. NMFA uses Journey's as the school-wide curriculum. Journey's meets MN's standards in nearly all language arts categories. Spellingcity is currently being piloted by third grade, and works in conjunction with Journey's vocabulary and spelling words.
2. Journey's screener will be used as the school wide screener and be administered three times per year to monitor grade level progress. If a student does not perform at grade level, the student will be flagged for follow-up screening to determine their needs and parents will be notified that they are performing under grade level. For the purpose of this document, a student will be considered to be not making adequate progress if they are more than one grade level behind in reading. (Other screening options include FAST at the University of MN, AIMsWeb, and Reading A-Z)
3. Parents/guardians will be notified of their students' lack of grade level achievement within one week of whole school completion of screener. They will be asked to participate as an active member of their child's achievement team. Parents will also be notified before a students name is submitted for Child Find to address an academic issue that was not identified at the time of the screener. Parents of students making adequate progress toward academic achievement in reading will be notified of their child's progress during conferences, via report card, and if a request is made by the parent.

4. Students who are not making adequate progress in reading who are identified by the school wide screener or their teacher will be recommended to the Child Study team, where interventions will be recommended by the team to try in the classroom. In cases where the student is identified as an English Language Learner, they may be referred to the ELL teacher for follow-up. Students who are not being served under ELL or special education services will be referred to the Title I teacher for intervention help. These students progress will be monitored weekly using Journey's in addition to monitoring of daily assignments in intervention class. We are recommending Lexia or The Sonday System 1 for intervention curriculum. Joining Reading Corps would also provide extra support for students who are not drastically behind their peers, but would benefit from extra support to strengthen their skills. Reading A-Z is being used as a supplemental curriculum for grades whose Journeys curriculum does not meet the needs of the lowest students.
5. Training (30 CEUs in subject area required for relicensure)
6. This is the local literacy plan and will be reviewed annually.

Governance and Management

North Metro Flex Academy's current Board of Directors includes seven appointed members, none of whom were elected. We will conduct our first board elections in 2018. Our board members bring a vast amount of skills to our school including experience in finance, elementary and early childhood education, school boards, and business.

Name ¹	Phone Number	Email Address	Minnesota Teacher License File Folder & Expiration Date (if applicable) ²	Board Position (Treasurer, Board Chair, Secretary)	Board Seat (Parent, Community Member, Teacher)	Term (start date and end date)
Aleksandra Denisova	(612) 462-2457	Aydeni05@smumn.edu	N/A	Interim Board Chair	Community Member	11/18/15-6/30/18
Stacy Yang	(763) 442-5916	stacymyang@gmail.com	N/A	Treasurer	Community Member	10/21/15- 6/30/18
Gretchen Yeager	(952) 250-4747	gyeager@kc-education.com	N/A	Secretary	Community Member	6/2/15- 6/30/17
Debra <u>Krantz</u>	(651) 968-6428	dkrantz@northmetroflex.com	Teacher# 324225 exp. 6/30/2021	Board Member	Teacher	10/2/15-6/30/17
Randy Brady	(763) 318-8718	Rbrady67@gmail.com	N/A	Board Member	Parent	9/21/16-9/30/18
Patty <u>Bromstrom</u>	(612) 462-0596	pbromstrom@hotmail.com	N/A	Board Member	Community Member	10/19/16-10/30/18
Katelyn Trnka	712-441-7146	ktrnka@northmetroflex.com	Teacher# 488001 exp. 6/30/2020	Board Member	Teacher	10/19/16-10/30/18

¹Minnesota Statutes, section 124D.10, Subdivision 4d stipulates that: A charter school board of directors must be composed of at least five members who are not related parties.

² Minnesota Statutes, section 124D.10, Subdivision 4(a) stipulates that: An authorizer...may charter a licensed teacher under section 122A.18, Subdivision 1, or a group of individuals that includes one or more licensed teachers under section 122A.18, Subdivision 1, to operate a school subject to the commissioner's approval of the authorizer's affidavit under paragraph (b).

Board Training

Cindy Lavorato conducted ongoing board training throughout our first year. She will continue to train our new board members on board governance throughout the following school year, before monthly board meetings and at a weekend board training retreat in December, 2016.

2016 -2017 Staffing

Our staff was carefully chosen throughout the summer and fall of 2016. We had many teachers and staff members who had been part of start-up or young charter schools, so they brought broad and diverse skill sets well-suited to getting a school off the ground. In addition, we had native speakers of Somali, Spanish, and Arabic on staff, which was critical in helping us to connect with and build strong relationships with our students' families from the beginning. We had the following staffing structure during our first year:

- 3 - kindergarten teachers
- 2 - 1st grade teachers
- 2 - 2nd grade teachers
- 2 - 3rd grade teachers
- 1 – 4th grade teacher
- 1 - .5 FTE Physical Education teacher
- 1 - .5 FTE Art teacher
- 1 - .5 FTE Music teacher
- 2 Special Education teachers
- 6 Special Education paraprofessionals, including (3) 1:1 paraprofessionals
- 1 Office Manager

- 1 Principal
- 1 Kitchen Manager
- 3 General Education Paraprofessionals, with duties including nursing, kitchen and office support.

Parent Involvement

North Metro Flex Academy recognizes the importance of parental involvement and also recognizes its obligation to develop a parent involvement policy under the provisions of the Elementary and Secondary Education Act of 2001.

North Metro Flex Academy has directed staff to work jointly with parents of students, and the local community, to develop policies that encourage, implement and sustain efforts to achieve parental participation in the education of their children. When completed, the policies shall comply with the requirements of federal law.

When developed, the policy will be distributed to parents of students enrolled at North Metro Flex Academy and to the local community.

Research shows that family involvement/engagement in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor. The Elementary and Secondary Education Act (ESEA), Title I, Part A program regulations insist on robust family involvement activities that build partnerships, between parents and educators, at every district and school where these federal funds support effective teaching and engaged learning.

NMFA is committed to the goal of providing quality education for every student at our school. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

School Expectations for Parent Involvement

NMFA will put into operation programs, activities, and procedures for the involvement of parents in our school. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

NMFA will incorporate its school-wide Parent Involvement Plan into its WBWF Plan and Annual Report. NMFA will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

Parents will be included in the development and revision of the NMFA Parent Involvement Plan by attending and participating in a parent meeting held in December, 2016. At this meeting a draft will be presented to parents and input will be incorporated into a revised plan. Childcare will be provided.

Parents will be included in the development and revision of the NMFA Title I Plan by attending and participating in a parent meeting held in December, 2016. At this meeting a draft will be presented to parents and input will be incorporated into a revised plan. Childcare will be provided.

Parents will be informed of the school report card by a notice sent home with students in daily folders. There will also be a link to the school report card on the NMFA website. The report card will be presented to the NMFA Board of Directors at its monthly meeting immediately following the report card release.

Parents will be notified of needed improvements by a notice sent home with students in daily folders. There will also be a link to the notification on the NMFA website. The notification will be presented to the NMFA Board of Directors at its monthly meeting immediately following the school's notification.

If needed, parents will be invited to attend a meeting regarding the formulation of a School Improvement Plan shortly after we receive notification of improvement needed. Childcare will be provided.

The school will provide staff development opportunities for teachers and support staff to educate them on how to reach out to, communicate with, and involve parents as equal partners in their children's education. These opportunities will include on and off site workshops, webinars, and specialized parent involvement trainers.

NMFA will provide the necessary coordination, technical assistance, and other support to assist the school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance

NMFA will build the schools' and parents' capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school staff, parents, and the community to improve student academic achievement.

NMFA will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- *the state's academic content standards*
- *the state's student academic achievement standards,*
- *the state and local academic assessments including alternate assessments,*
- *the requirements of Title I,*
- *how to monitor their child's progress, and*
- *how to work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.*

At the end of our first school year, the NMFA Board of Directors will provide our school community members with a survey and needs assessment such as the one below provided by the Minnesota Department of Education, which will provide data and information to be used in improving our Parent Involvement Plan for the following year.

Needs Assessment – Developing Strong Family, School, and Community Partnerships (Module 1)

Please indicate your level of agreement with each of the following statements.

Statement	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Sure
A plan for family engagement is implemented at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school helps families with parenting skills and setting home expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school provides clear home-to-school and school-to-home expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school provides opportunities for home-to-school and school-to-home communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school has a range of opportunities for volunteering and encourages participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families at my school get resources to help their students with academic support and decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school includes families in school decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school has opportunities for parents to get involved and become leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school partners with community organizations that provide additional resources for students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>