



# North Metro Flex Academy

2350 Helen St.

North St. Paul, MN 55109

2017-2018 Annual Report

2017-2018 World's Best Workforce Summary





## 2017– 2018 Annual Report

<b>A. School Enrollment and Student Attrition</b>	<b>Page 3</b>
<b>B. Governance, Management, Authorizer</b>	<b>Page 4</b>
<b>C. Staffing</b>	<b>Page 7</b>
<b>D. Finances</b>	<b>Page 8</b>
<b>E. Academic Performance</b>	<b>Page 10</b>
<b>F. Innovative Practices</b>	<b>Page 18</b>
<b>G. Future Plans</b>	<b>Page 18</b>
<b>H. Administrator Professional Development Plan</b>	<b>Page 19</b>
<b>I. Family Events</b>	<b>Page 21</b>
<b>J. Community Partnerships</b>	<b>Page 21</b>

### **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 and a sixth grade in 2018.*

*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.*



## **A. School Enrollment and Student Attrition**

The school year began on September 5, 2017 with an enrollment of 195 students (ADM). Eighty percent of the students returned from the previous year. At the end of the school year, on June 6, 2018, our enrollment was 197 students (ADM), ending the year with a net gain of two. Throughout the year we lost a total of 7 students. Ninety-one percent of our students began and ended school year 2017-18 at NMFA.

### **Demographics**

#### **Race/Ethnicity**

Hispanic: 28.1%

Black/African American: 39.2%

White: 26.6%

Asian: 0.5%

Native Hawaiian/Pacific Islander: 0.5

Two or More Races: 5%

#### **Special Population**

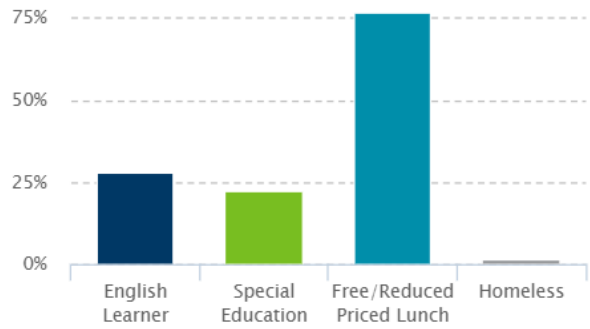
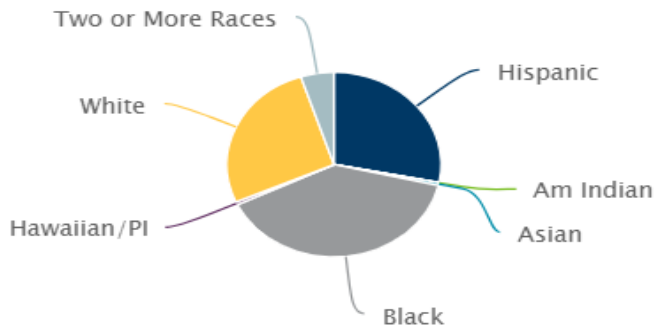
English Learner: 28.1%

Special Education: 22.1%

Free/Reduced Price Lunch: 76.9%

Homeless: 1.5%

October 1, 2017



**Comparison to ISD 622**

District	Total Students	Percent Free and Reduced	Percent Special Education	Percent English Learners
NMFA	199	76.9%	22.1%	28.1%
ISD 622	10,767	55.7%	17.7%	11.1%

**B. Governance, Management and Authorizer**

**2017-2018 NMFA Board of Directors**

The NMFA Board is comprised of parents, teachers, and community members. The Board meets on the third Wednesday of each month, with meeting dates and times posted on the school door as well as on our website ([www.northmetroflex.com](http://www.northmetroflex.com).) We had a turnover of many board members this year as we began our transition from our founding board into a more permanent governing body. Our first Board election will be held in 2019.

NAME	BOARD POSITION	BOARD SEAT	TERM
Pam Albrecht	Board Chair	Community Member	9/20/17-9/20/20
Anna Anderson	Board Member	Parent	5/16/17-10/1/19
Debra Kranz	Treasurer	Teacher	10/2/18-6/30/18
Ember Russell	Secretary	Teacher	4/19/17-10/1/19
Randy Brady	Co-Chair	Parent	9/21/16-11/30/17
Patty Brostrom	Co-Chair	Community Member	10/19/16-10/16/17

## Management

North Metro Flex Academy is managed by ACCEL Schools, which manages an established network of more than 40 charter and community schools located throughout the U.S. ACCEL serves more than 12,000 students nationwide.



At ACCEL Schools, we believe in creating successful schools one child at a time. Our focus on tailoring the learning experience to each individual makes us a different kind of K-12 education management organization. Our network of charter schools is proving that it's not where you start, it's where you're going that counts.

## Authorizer



North Metro Flex Academy is authorized by Novation Education Opportunities.

Novation Education Opportunities (NEO) is a single purpose Charter School Authorizer in the State of Minnesota.

*The Mission of NEO is to authorize and oversee charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth.*

*The Vision of NEO is to be a leading Minnesota Authorizer of innovative, diverse, and effective Charter Schools.*

NEO is organized under the Minnesota Nonprofit Corporation Act exclusively for a charitable and educational purpose, more specifically to oversee innovative charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth through the authorizing of public charter schools as defined in Minnesota Statutes 124E. To this end, NEO shall always be operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes.

## C. Staffing

PRINCIPAL: Therese L. Privette M.Ed.

OFFICE MANAGER: Jay Caballero

<b>NORTH METRO FLEX ACADEMY 2017-18 TEACHING STAFF</b>			
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>ASSIGNMENT</b>	<b>LICENSE NUMBER</b>
DUDDECK	KARI	GRADE 1	478018
EMERY	LIANA	GRADE 1	375720
HOLSTEN	KRISTEN	GRADE 1	471423
ERICKSON	NANCY	GRADE 2	313884
KRANZ	DEBRA	GRADE 2	380128
HEIDER	HANNAH	GRADE 3	487697
MCMULLEN	WYATT	GRADE 3/4	481302
WEISHEIPL	ANNE	GRADE 4	484699
BEAULIEU	EMILY	GRADE 5	503317
RUSSELL	EMBER	KINDERGARTEN	491609
WILSON	ASHLEY	KINDERGARTEN	484699
RINGDAL	NATHAN	MUSIC	491609
HONEBRINK	SERESE	PHYSICAL EDUCATION	471423
CARLSON	SALLY	ART	382856
BHAGYAM	PAULA	SPECIAL EDUCATION	290525
KONIECZKA	CHRIS	SPECIAL EDUCATION	995725
KUHNE	HANNAH	SPECIAL EDUCATION	995672
LUND	MEHELLE	SPECIAL EDUCATION	380128
WALCHESKI	ROBIN	SPECIAL EDUCATION	455167
CAYOU	HEIDI	TITLE I	323394
CABREANA	ANGELA	ENGLISH LANGUAGE LEARNERS	466530
<b>NORTH METRO FLEX ACADEMY 2017-2018 SUPPORT STAFF</b>			
<b>LAST</b>	<b>FIRST</b>	<b>POSITION</b>	
Ambert	Yesenia	PARAPROFESSIONAL	
Taniguchi	Nick	PARAPROFESSIONAL	
Jackson	Geonia	PARAPROFESSIONAL	
Senich	Kate	PARAPROFESSIONAL	
Nardini	Laura	PARAPROFESSIONAL	
Heider	Katie	PARAPROFESSIONAL	
Nazario	Heidy	PARAPROFESSIONAL	
Wambui	Pauline	PARAPROFESSIONAL	
Fadlalla	Amina	PARAPROFESSIONAL	
Konieczka	Chris	PARAPROFESSIONAL	
Holsten	Lucas	PARAPROFESSIONAL	
Lynch	Michael	PARAPROFESSIONAL	
Maldonado	Marta	PARAPROFESSIONAL	
Smaker	Samantha	KITCHEN MANAGER / PARAPROFESSIONAL	
Smieja	Chelsea	SPECIAL EDUCATION DUE PROCESS	

## D. Finances

The school's financial documents are closely reviewed monthly by the Finance Committee. Committee members review and inspect the financials and challenge items that may be inconsistent with the budget. The board treasurer and finance contractor provide a monthly update at each regularly scheduled board meeting providing full transparency to the board, staff and community.

### **Financial Data Points:**

- The school completed the year with a fund balance of \$40,821 or 1%.
- The school obtained an unqualified audit for FY18.
- The 2018 audit contained no material weaknesses or deficiencies.
- North Metro Flex Academy is indebted to ACCEL/Pansophic for an amount equal to \$1,511,577 set to be repaid over a 10-year period beginning July 2018.
- The school's governmental funds reported a total ending fund balance of \$94,585.

Continuing on the financial success from the past year, North Metro Flex Academy continues to benefit from the full-day funding for kindergartners. Furthermore, the school's student retention continues to maintain the growth of the student body. Conservative budget creation, strict adherence to that budget and responsible execution will mean an increase to the fund balance. The school will pragmatically work to increase enrollment while controlling expenses to build a strong fund balance over the coming years.

Presented below is the balance sheet as of 6/30/2018 (audited):



North Metro Flex Academy  
Charter School No. 4243  
North St. Paul, Minnesota  
Balance Sheet  
Governmental Funds  
June 30, 2018

	General	Food Service	Total Governmental Funds
<b>Assets</b>			
Cash and temporary investments	\$ 68,399	\$ -	\$ 68,399
Accounts receivable	10,025	-	10,025
Due from the Minnesota Department of Education	366,123	3,547	369,670
Due from the Federal government	7,692	54,738	62,430
Due from other funds	54,544	-	54,544
Prepaid items	7,374	20	7,394
	<u>514,157</u>	<u>58,305</u>	<u>572,462</u>
Total Assets	<u>\$ 514,157</u>	<u>\$ 58,305</u>	<u>\$ 572,462</u>
<b>Liabilities</b>			
Accounts and other payables	\$ 296,713	\$ 3,761	\$ 300,474
Accrued salaries payable	122,859	-	122,859
Due to other funds	-	54,544	54,544
	<u>419,572</u>	<u>58,305</u>	<u>477,877</u>
Total Liabilities	<u>419,572</u>	<u>58,305</u>	<u>477,877</u>
<b>Fund Balances</b>			
Nonspendable prepaid items	7,374	20	7,394
Restricted to			
Medical assistance	46,370	-	46,370
Unassigned	40,841	(20)	40,821
	<u>94,585</u>	<u>-</u>	<u>94,585</u>
Total Fund Balances	<u>94,585</u>	<u>-</u>	<u>94,585</u>
	<u>\$ 514,157</u>	<u>\$ 58,305</u>	<u>\$ 572,462</u>
Total Liabilities and Fund Balances	<u>\$ 514,157</u>	<u>\$ 58,305</u>	<u>\$ 572,462</u>

## E. Academic Performance

### 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

**District or Charter Name:** North Metro Flex Academy Charter School

**Grades Served:** K-6

**WBWF Contact:** Therese Privette

Title: Principal

Phone: 612.900.4435

Email: tprivette@northmetroflex.com

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

#### Part A: Required for All Districts

##### Annual Report

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

➤ <https://northmetroflex.com/resources/>

##### Annual Public Meeting

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

➤ *The Annual Meeting of the North Metro Flex Academy Board of Directors was held on January 31, 2018.*

## District Advisory Committee

District Advisory Committee Members	Role in District
Therese Privette	Principal
Debra Kranz	Teacher
Marta Maldonado	Parent
Heather Chouravong	Parent
Amina Fadlalla	Parent/Support Staff
Samantha Smaker	Parent/Support Staff
Yesenia Ambert	Parent
Pam Albrecht	Board of Directors- Community Member

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the “Every Student Succeeds Act” (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
  - *Who is included in the conversations to review equitable access data and when do these occur? **We meet annually with our authorizer – Novation Education Opportunities- to discuss our teaching staff and provide them with all teacher licensure documentation.***
  - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? **We have put forth much effort to hire staff of different cultures representing our diverse student body. While our support staff is very diverse, our teaching staff only includes one Black staff member.** What data did the district use? **MDE STAR Report***
  - *What are the root causes contributing to your gaps? **Being a new, small charter school, we cannot afford to pay at the same salary rate as other nearby districts.***
  - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers? **We strive to find experienced and effective teachers by posting on both Indeed, Edpost, and other local university job boards.***
- *Access to Diverse Teachers*
  - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district? **We have struggled to find a diverse teaching staff due to the shortage of teachers of color in the area. We cannot compete with area districts in salary compensation.***
  - *What efforts are in place to increase the diversity of the teachers in the district? **As teachers leave the school, we advertise on several job websites, on Facebook posts and by word of mouth through our families and stakeholders. We will continue to pursue educators who represent our diverse demographic.***

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

X My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

## All Students Ready for School

<input type="checkbox"/> WBWF Goal Only	Result	Goal Status
<p>Children will enter kindergarten when they are five years old.</p> <p>Children will enter first grade when they are 6 years old.</p>	<p>All students enrolled in kindergarten during the 17-18 school year were five years old on September 1.</p> <p>All students entering first grade were six years old on September 1.</p>	<input type="checkbox"/> Goal Met
All children have received early childhood screening (121A.17) before entering kindergarten.	100% of students entering kindergarten at NMFA received early childhood screening.	<input type="checkbox"/> Goal Met
At least 70 percent of kindergarten students will meet or exceed the first grade RIT target score of 159 for math by the end of the 2017-2018 school year.	During the 17-18 school year, 43% of kindergarten students met or exceeded the first grade RIT target score of 159 for math by the end of the year.	<input type="checkbox"/> Goal Not Met
<ul style="list-style-type: none"> <li>• <i>What data have you used to identify needs in this goal area? <b>Application and registration forms, birth certificates, and NWEA/MAP Assessment Data.</b></i></li> <li>• <i>What strategies are in place to support this goal area? <b>Kindergarten teachers use the Lexia online reading program to increase reading skills for all students. Students are monitored regularly to determine changes in instruction.</b></i></li> <li>• <i>How well are you implementing your strategies? <b>Our strategies are being implement with fidelity. Teachers submit data to school administrators regularly throughout school year.</b></i></li> <li>• <i>How do you know whether it is or is not helping you make progress toward your goal? <b>We monitor students with fall, winter and spring NWEA assessments, which help us to assure measureable growth is taking place.</b></i></li> </ul>		

## All Students in Third Grade Achieving Grade-Level Literacy

<input type="checkbox"/> WBWF Goal Only	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p>NMFA's third grade reading proficiency rate is greater than 10 percentage points above the resident district average. (ISD 622)</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p><b>English Language Learner: not met</b>            NMFA: 33.9%            ISD 622: 36.4%</p> <p><b>Free and Reduced: not met</b>            NMFA: 21.1%            ISD 622: 41.5%</p> <p><b>Special Education: met</b>            NMFA: 31.8%            ISD 622: 15.7%</p>	<p><b>One-Year Goal</b>  <input type="checkbox"/> Goal Not Met</p>

<input type="checkbox"/> WBWF Goal Only	Result	Goal Status
	<p><b>OVER ALL:</b>  <b>NMFA: 31.8% Proficient</b>  <b>ISD 622: 51.7% Proficient</b></p>	

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? **Data was disaggregated by ELL, SPED, and FRP student groups. To determine these results, we used data from the MDE School Report Card MCA III results.***
- *What strategies are in place to support this goal area? **We are currently working with Regional Centers for Excellence and Lori Magstadt – Instructional Coach – to improve instruction. We have begun using online personalized learning software which integrates NWEA to form a personalized pathway for all students to increase improvement in targeted skills, and have implemented benchmark interims to more closely monitor standards mastery.***
- *How well are you implementing your strategies? **We have begun to implement these strategies with fidelity. Teachers are required to submit lesson plans, curriculum maps, interim reports, and ongoing analysis of testing and observational data.***
- *How do you know whether it is or is not helping you make progress toward your goal? **We will closely monitor fall to winter NWEA scores as well as curriculum testing and benchmark interim improvement.***

## Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year</p> <p><b>NMFA's Grades 3-5 proficiency rate in math and reading will exceed that of the State of Minnesota in the following focus groups:</b></p> <ul style="list-style-type: none"> <li>• FRP</li> <li>• ELL</li> <li>• SPED</li> </ul>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p><b><u>MATH PROFICIENCY 3-5</u></b></p> <p>NMFA FRP – 30.6%            STATE FRP- 37.2%            NMFA ELL- 40.7%            STATE ELL- 20.3%            NMFA SPED- 23.8%            STATE SPED- 28.8%</p> <p><b><u>READING PROFICIENCY 3-5</u></b></p> <p>NMFA FRP – 30.2%            STATE FRP- 41.5%            NMFA ELL- 22.2%            STATE ELL- 14.9%            NMFA SPED- 27.3%            STATE SPED- 30.2%</p>	<p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p>ELL MATH            ELL READING</p> <p><input type="checkbox"/> Goal Not Met</p> <p>ALL OTHER            SUBGROUPS</p>

- **What data have you used to identify needs in this goal area? We have taken data from Minnesota and NMFA School Report Cards for MCA III test results for grades 3-5. How is this data disaggregated by student groups? We have disaggregated data by ELL, SPED, and FRP student groups in both math and reading.**
- **What strategies are in place to support this goal area? We have begun to focus more on SPED academics, and have begun to include more students in our targeted TITL E reading and math groups.**
- **How well are you implementing your strategies? We have been implementing these strategies with fidelity beginning September 2018.**
- **How do you know whether it is or is not helping you make progress toward your goal? We will be using STAR Math and Reading assessments in TITL E and Fastbridge assessments in SPED to monitor progress. We will monitor ELL student progress through NWEA data.**

# All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth</b></p> <p><b>More than 50 percent of students starting the year below grade level will meet the NWEA expected growth target as measured by the NWEA MAP Fall-Spring assessment in reading and math.</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Reading Target Met: 69.14%</b> <b>Math Target Met: 58.75%</b></p>	<p><b>One-Year Goal</b> <input checked="" type="checkbox"/> <b>Goal Met</b></p>

- *What data have you used to identify needs in this goal area? **We have used data from NWEA/MAP Growth Reports. How is this data disaggregated by student groups? We do not use student group identification in NWEA reporting.***
- *What strategies are in place to support this goal area? **All students who are a minimum of one grade level below average are provided with either SPED IEP academic support, ELL academic support, or Title I support. We also provide tutoring and an abundance of online personalized learning programs.***
- *How well are you implementing your strategies? **We have been implementing these supports with fidelity for the past two years.***
- *How do you know whether it is or is not helping you make progress toward your goal? **We monitor ongoing formative assessments including STAR reports, Lexia reading data, interim data, and weekly curriculum assessments to whether or not students are making progress.***



## English Language Learner Progress

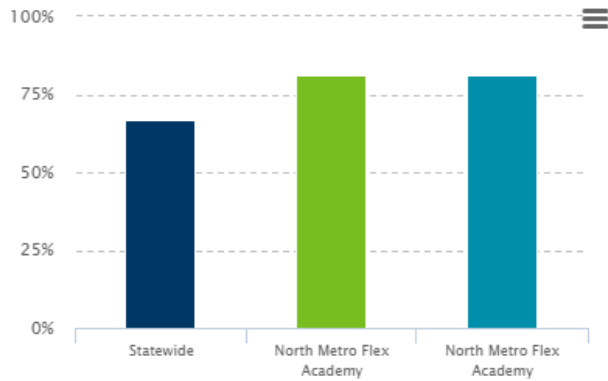
**North Metro Flex Academy**  
North Metro Flex Academy

Progress Toward English Language Proficiency (ELP)

	Statewide	North Metro Flex Academy	North Metro Flex Academy
Average progress toward target	67.0%	81.4%	81.4%
Count	57,744	42	42

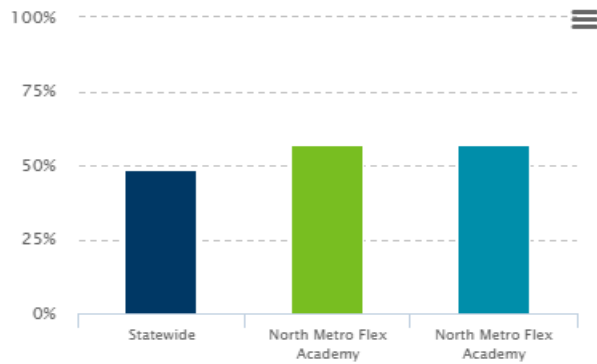
### Average progress toward target

The "average progress toward target" is the average amount of progress English learners made towards their targets. For example, an average progress toward target of 75 would mean that English learners, on average, made it 75 percent of the way to their targets.



### Percent of ELs meeting target

The "percent of ELs meeting targets" is the percentage of English learners who reached or went past their target.



	Statewide	North Metro Flex Academy	North Metro Flex Academy
Percent EL meeting target	48.5%	57.1%	57.1%
Count	57,744	42	42

**According to the above information taken from the MDE School Report Card for North Metro Flex Academy, ELL students from NMFA outperformed Statewide ELL students 57.1% to 48.5% on percentage of students meeting annual targets.**

## F. Innovative Practices and Implementation

- A. **Personalized Learning:** NMFA's educational program will improve student academic achievement by personalizing learning and maximizing integration of exceptional classroom teaching. NMFA incorporates innovative learning technologies to develop individualized learning paths, which identify individualized student goals and strategies for reaching the goals, and to provide effective and efficient ways to monitor and evaluate progress.
- B. **Flexible Seating:** Flexible classroom seating gives students a choice in which kind of learning space works best for them, and helps them to work collaboratively, increase communication, and engage in critical thinking. Since implementing flexible classroom seating, our teachers have noticed that:
  - Their students' work has improved.
  - Their students seem happier and more engaged.
  - Their students are participating more and having more invigorating discussions.
- C. **Limited or No Homework in K-2/Minimal Homework in 3-6:** The instructional staff at NMFA has completed an abundance of solid research which showed that homework in elementary school, particularly at lower grades, does not contribute to academic achievement. Instead, the teachers at NMFA request that students spend more time reading, exploring, and enjoying time with their families. This policy has been welcomed by the majority of parents.
- D. **Increased Play Time for Younger Learners:** At NMFA, our teachers believe that imaginative play is important for social, physical, emotional and moral development in young children. With appropriate guidance from teachers, kindergarteners can use imaginative play to make sense of the world around them.
- E. **Yoga and Mindfulness:** Yoga and mindfulness have been shown to offer psychological benefits for elementary aged students. Research has shown that yoga can improve focus, memory, self-esteem, academic performance, and classroom behavior. It can also reduce anxiety and stress in children. Mindfulness activities in the classroom can help students reduce stress and anxiety, increase concentration and engagement, improve social skills, and develop problem-solving and decision-making skills.

## G. Future

- A. **Computer Coding and Robotics:** With the help of an Implementation Grant from MDE, our students have begun to learn computer programming and simple robotic skills. These skills will be

essential for our students to be college and career ready and to be a part of the World’s Best Work Force. Young students learning to code is an opportunity for learning problem solving skills, expressing creativity, and developing critical thinking skills. Students have also begun using robots like Dash and Dot and Ozobots which are programmed with new classroom iPads.

- B. Lego Engineering, Makerspaces and More:** At NMFA we are very excited about taking our STEM education to the next level with a variety of new experiences for our students. With our final CSP grant funding we have purchased several sets of Lego Engineering projects to increase our students’ engineering skills.
- C. We move up to 7<sup>th</sup> Grade:** NMFA expanded to 5<sup>h</sup> grade for the 2017-2018 school year, and sixth grade for the 2018-2019 school year. We will expand to 7<sup>th</sup> grade at the start of 2019-2020.

## H. Administrator Professional Development Plan

Strategies	Time Line	Resources
Read professional books featuring strategies for closing achievement gap.	Sept. 1 – August 1, 2019	<ul style="list-style-type: none"> <li>• Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap</li> <li>• Teaching with Poverty: If You Don't Feed the Teachers They Eat the Students! Guide to Success for Administrators and Teachers</li> <li>• For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education</li> <li>• Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them</li> <li>• Hillbilly Elegy: A Memoir of a Family and Culture in Crisis</li> </ul>

Regional Centers of Excellence: Continuous Improvement Under ESSA Workshops	October 1 – August 1, 2019	<p><b>Participants will engage in action planning for school improvement:</b></p> <ul style="list-style-type: none"> <li>• Explore beliefs and dispositions that support the learning of all students</li> <li>• Build understanding of how evidence and data is used in school improvement</li> <li>• Explore resources that can be used in planning and conducting a Comprehensive Needs Assessment that is aligned with ESSA requirements (i.e. Resource Inequities)</li> <li>• Build understanding of the Exploration stage of the active implementation framework in the context of school improvement planning, including: <ul style="list-style-type: none"> <li>○ The role of the leadership team in the continuous improvement planning process</li> <li>○ Meaningful stakeholder engagement and communication</li> </ul> </li> <li>• Utilize work time with teams for School Improvement planning with support from Regional Centers of Excellence staff.</li> </ul>
MDE Charter Leader Support Network Training	Dec. 1 – August 1, 2019	Understanding the crucial role principals play in directly and indirectly influencing student achievement, the Minnesota Department of Education (MDE) provides resources and direction to principals and their supervisors for use in growth-focused principal development and evaluation, and for use in principals’ work as instructional leaders.

**NMFA Parent Involvement Plan:**

*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. A parent plays an extremely important role as a child’s first teacher. 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 agrees to implement the following requirements:

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 work with families to ensure that the required school-level Parent Involvement Plan meets the Title I requirements, and include, as a component, a school-parent compact.

In carrying out the Title I parent involvement requirements, to the extent practicable, NMFA will provide full opportunities for the participation of parents of children with limited English proficiency, with disabilities, and migratory children. Information and school reports will be provided in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents can understand. If the NMFA plan for Title I is not satisfactory to the parents of participating children, the school district will submit parent comments with the plan when the school district submits the plan to the Minnesota Department of Education. If applicable, NMFA will involve the parents of children participating in Title I activities in decisions about how the one percent of Title I funds reserved for parent involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.

## **I. Family and Community Events**

October 21, 2017– Casey Lake Trick or Treat

November 3, 2017 – Live Animal Show

December 7, 2017 – Family Dinner Open House

December 21, 2017 – Winter Concert

February 26, 2018 – Parent Advisory Meeting

April 26, 2018- Kindergarten Registration Night

May 11, 2018 – School Carnival

May 31, 2018 – Grandparents Day

June 7, 2018 – Spring Concert and Family Picnic

June 21, 2018 – Oakdale Parade

July 20, 2018 – Beat the Heat

August 17, 2018 – Movie Night

August 20, 2018 – Back to School Night

# **J. Community Partnerships**

## **Community Partnerships**

### **North St. Paul Public Library**

Every week, every classroom walks to the library to borrow books for independent reading. The teachers coordinate with the librarians throughout the school year.

### **Scholastic Book Fairs**

Every year we provide a book fair experience for our families to support literacy.

### **Hill Murray High School**

Every semester 15 Junior and Seniors from Hill Murray High School tutor students in reading and math on site. Three times a week they come to our school. Twice a year a group of 6-8 students come to our school to do a service project on site for our school. Twice a year there is a food drive to supplement food for our emergency food shelf. Hill Murray also invites our students to their theater performances.

### **North High School**

The National Honor Society has partnered with us to provide support to our students and families to support our Scholastic Book Fair and tutoring.

The Show Choir and band visit our school to showcase the performing arts.

### **Polar Ridge Senior Living**

In the spring our classrooms go to Polar Ridge to read to the residents.

### **North Presbyterian Church**

North Presbyterian Church has donated funds to the Sheridan Story Project to provide 50 meals each week for families. These meals are sent home in students' backpacks. They have also helped us create an emergency food shelf for our families.

### **North St. Paul Fire Department and Police Department**

We have an ongoing partnership with both departments to provide education and support to our students and families.

### **North St. Paul/Maplewood/Oakdale Local businesses**

Numerous businesses throughout our community give donations to our annual carnival.

### **Field Trip Experiences**

We have been fortunate to receive many scholarships and grants for our students to attend numerous field trips

*MN Landscape Arboretum Grant*

*Legacy Grant for Oliver Kelley Farm and Fort Snelling*

*Pentair Scholarship for Mills City Museum*

*U of MN Bell Museum Scholarship*

*Base Camp Scholarship*

*MN ZOO Scholarship*

*MN Science Museum Grant for On Site Family Engagement*

*Friends of Stages Theater Grant*

### **Fundraisers**

We have partnered with Integrity Fundraising and Cherrydale Fundraising to help raise funds for our field trip experiences.

### **Family Engagement Nights**

We are offering numerous family engagement nights. We request donations from local businesses to help support these events. The events for the 2018-19 school year are an Open House, a Bingo and Movie Night, a Book Fair, Parent Conferences, an International Night of Peace, the Science Museum Carnival of Engineering, and the Spring Carnival.

*Thank you to the following community members for your continued support  
of North Metro Flex Academy students and families:*

*American Legion*

*Bakkenwood Hair*

*Café Latte*

*Cherry Berry Yogurt*

*Children's Museum*

*Chili's*

*Como Town*

*Crave*

*Crystal Café*

*Dairy Queen*

*Dawg House*

*Eagle's Nest*

*Flips*

*Great Lakes Aquarium*

*Hill Murray High School*

*Jake's Grill*

*Jersey Mike's*

*Joe's Sporting Goods*

*Lancer Catering*

*Lexi Nails*

*Mixed Blood Theater*

*MN State Fair*

*MN Twins*

*MN Vikings*

*Monkey House*

*Neumann's Bar*

*North Church*

*Papa Murphy's*

*Saints' North*

*Sam's Club*

*Sandburg Mortuary*

*Science Museum of MN*

*Sheridan Story*

*Sky Zone*

*Stages Theater*

*TGI Fridays*

*Triple Crown Batting*

*Union Cemetery*

*United Educators CU*

*YMCA*