



North Metro Flex Academy

2020-2021

World's Best Workforce Plan

Our Mission:

Our mission is to prepare a diverse community of elementary and middle school students to be successful in high school, college and in their chosen vocation through a flexible, individualized learning experience that develops analytical, compassionate, disciplined and self-directed learners.

Our Vision:

North Metro Flex Academy's vision is to be a high-performing and innovative school that produces students capable of exemplary levels of higher order thinking and achievement, as well as students prepared for high school and any post-secondary opportunity they pursue. Our students have access to exceptional curriculum, tools, and teaching to maximize their success in life.



Academic Goals and Benchmarks for 2020-2021

I. All Children Are Ready for School				
Early Literacy and Early Numeracy Goals				
NWEA MAP for Primary Math Targets (Grade K)				
At least 50 percent of kindergarteners will meet or exceed the first grade RIT target score of 159 for math in the combined FY 2017-FY 2021.				
Results	Year	Students Meeting or Exceeding Benchmark Score of 159	Total Students Tested	Percent of Students Meeting or Exceeding Benchmark
	2016-2017	23	40	57.50%
	2017-2018	18	35	51.43%
	2018-2019	16	28	57.14%
	2019-2020	n/a	n/a	n/a
	2020-2021			
	2016-2021	57	103	55.34%
Analysis	The school's 2016-2021 combined average NWEA MAP for primary math targets rate is 55.34%.			
NWEA MAP for Primary Reading Targets (Grade K)				
At least 50 percent of kindergarten students will meet or exceed the first grade RIT target score of 158 for reading in the combined FY 2017-FY 2021.				
Results	Year	Students Meeting or Exceeding Benchmark Score of 158	Total Students Tested	Percent of Students Meeting or Exceeding Benchmark
	2016-2017	23	40	57.50%
	2017-2018	16	35	45.71%
	2018-2019	14	28	50.00%
	2019-2020	n/a	n/a	n/a
	2020-2021			
	2016-2021	53	103	51.46%
Analysis	The school's 2016-2021 combined average NWEA MAP for primary reading targets rate is 51.46%.			

II. Attain Grade-level Proficiency- All Students Resident District (St. Paul) Comparison					
MCA-Math (Grades 3-7)					
The school's combined FY 2017-FY 2021 proficiency rate exceeds the resident district average by at least 5 percentage points.					
Results	Year	Proficient NMFA Students	Total Students Tested	North Metro Flex Math Percent Proficient	St. Paul Percent Proficient
	2016-2017	16	42	38.10%	34.67%
	2017-2018	26	72	36.11%	39.19%
	2018-2019	36	97	37.11%	39.38%
	2019-2020	n/a	n/a	n/a	n/a
	2016-2020	78	211	36.97%	38.20%
Analysis	The school's combined 2016-2020 proficiency rate of 36.97% is 0.66 percentage points lower than the resident district's combined 2016-2020 proficiency rate of 37.63%.				
MCA- Reading (Grades 3-7)					

The school's combined FY 2017-FY 2021 proficiency rate exceeds the resident district average by at least 5 percentage points.

Results	Year	Proficient Students	Total Students Tested	North Metro Flex Reading Percent Proficient	St. Paul Percent Proficient
	2016-2017	16	42	38.10%	34.67%
2017-2018	27	73	36.99%	39.19%	
2018-2019	31	97	31.96%	39.38%	
2019-2020	n/a	n/a	n/a	n/a	
2016-2020	74	212	34.91%	38.20%	

Analysis The school's combined 2016-2020 proficiency rate of 34.91% is 3.29 percentage points lower than the resident district's combined 2016-2020 proficiency rate of 38.20%.

MCA- Reading Well By Third Grade

The school's combined FY 2017-FY 2021 third grade reading proficiency rate exceeds the resident district average by at least 5 percentage points.

Results	Year	Proficient NMFA Students	Total Students Tested	North Metro Flex Reading Percent Proficient	St. Paul Percent Proficient
	2016-2017	12	28	42.86%	34.30%
2017-2018	7	22	31.82%	34.83%	
2018-2019	11	35	31.43%	35.82%	
2019-2020	n/a	n/a	n/a	n/a	
2016-2020	30	85	35.29%	34.96%	

Analysis The school's combined 2016-2020 proficiency rate of 35.29% is 0.33 percentage points higher than the resident district's combined 2016-2020 proficiency rate of 34.96%.

III. Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison

MCA-Math (Grades 3-6) FRP

The school's combined FY 2017-FY 2021 proficiency rate exceeds the resident district average by at least 5 percentage points.

Results	Year	Proficient NMFA Students	Total Students Tested	North Metro Flex Math Percent Proficient	St. Paul Percent Proficient
	2016-2017	11	35	31.43%	29.63%
2017-2018	19	60	31.67%	26.75%	
2018-2019	25	84	29.76%	22.58%	
2019-2020	n/a	n/a	n/a	n/a	
2016-2020	55	179	30.73%	25.72%	
Analysis	The school's combined 2016-2020 proficiency rate of 30.73% is 5.01 percentage points higher than the resident district's combined 2016-2020 proficiency rate of 25.72%.				

MCA- Reading (Grades 3-7) FRP

The school's combined FY 2017-FY 2021 proficiency rate exceeds the resident district average by at least 5 percentage points.

Results	Year	Proficient Students	Total Students Tested	North Metro Flex Reading Percent Proficient	St. Paul Percent Proficient
	2016-2017	11	35	31.43%	21.16%
2017-2018	19	61	31.15%	27.04%	
2018-2019	22	84	26.19%	26.68%	
2019-2020	n/a	n/a	n/a	n/a	
2016-2020	52	180	28.89%	25.46%	
Analysis	The school's combined 2016-2020 proficiency rate of 28.89% is 3.43 percentage points higher than the resident district's combined 2016-2020 proficiency rate of 25.46%.				

Attain Grade-level Proficiency- EL Focus Group Resident District Comparison

MCA-Math (Grades 3-7) EL

The school's combined FY 2017-FY 2021 proficiency rate exceeds the resident district average by at least 5 percentage points.

Results	Year	Proficient Students	Total Students Tested	North Metro Flex Math Percent Proficient	St. Paul Percent Proficient
	2016-2017	7	17	41.18%	25.58%
2017-2018	11	27	40.74%	22.75%	
2018-2019	10	28	35.71%	17.94%	
2019-2020	n/a	n/a	n/a	n/a	
2016-2020	28	72	38.89%	21.60%	
Analysis	The school's combined 2016-2020 proficiency rate of 38.89% is 17.29 percentage points higher than the resident district's combined 2016-2020 proficiency rate of 21.60%.				

MCA- Reading (Grades 3-6) EL

The school's combined FY 2017-FY 2021 proficiency rate exceeds the resident district average by at least 5 percentage points.

Results	Year	Proficient Students	Total Students Tested	North Metro Flex Reading Percent Proficient	St. Paul Percent Proficient
	2016-2017	6	17	35.29%	14.95%
2017-2018	6	27	22.22%	16.33%	
2018-2019	4	28	14.29%	13.95%	
2019-2020	n/a	n/a	n/a	n/a	
2016-2020	16	72	22.22%	15.04%	
Analysis	The school's combined 2016-2020 proficiency rate of 22.22% is 7.18 percentage points higher than the resident district's combined 2016-2020 proficiency rate of 15.04%.				

I. Process to Evaluate Progress Toward Standards

NWEA /fall-spring

MCA /annual growth and proficiency

- Curriculum Mapping and Lesson Planning
- Unpacking Standards
- Updating on Minnesota standards document
- Short-cycle assessments and data review

Process to Identify Students for Gifted/Talented Programs and Accelerate their Learning

All local district WBWF plans must now include the process used to assess and identify students for participation in gifted and talented programs including: (1) multiple and objective criteria; and, (2) assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

- Fall NWEA testing
- Short-cycle assessments and data review
- Lexia Learning programs
- IXL online programs
- Morning all-school reading groups
- Teachers, administrators and parents meet to discuss acceleration
- Students may be moved to higher-level math or reading class

Process to Adopt Early Admission Procedures

All local WBWF plans must now include a procedure for early admission to kindergarten and first grade, consistent with section 124D.02, subdivision 1. The procedure should be sensitive to underrepresented groups and include the evaluation of cognitive, social, and emotional development domains to help determine the child's ability to meet expectations and progress in the subsequent year.

- **Enrollment policy drafted and approved by board**
- **Students considered for early enrollment only if they meet board approved criteria**

System to Review 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 school. 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.
- **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 assessment 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.

System to Provide Student Access to Effective Teachers Who Reflect the Diversity of Enrolled Students

Race/Ethnicity	Count	Percent
Hispanic or Latino	59	24.9%
American Indian or Alaska Native	0	0.0%
Asian	3	1.3%
Black or African-American	96	40.5%
Native Hawaiian or other Pacific Islander	0	0.0%
White	53	22.4%
Two or more races	26	11.0%
All students	237	100.0%

Currently, 100% of our classroom teachers are Caucasian. To reflect our student population, our goal is to employ four Latino teachers, four Black teachers, and four Caucasian teachers.

We have advertised on nationwide website Indeed, as well as Minnesota website St. Cloud EdPost. We have interviewed qualified applicants who have turned us down due to salary limitations. As our enrollment increases, we hope to be able to attract and hire experienced, effective teachers with an increased budget for teaching staff.

Strategies for Improving the English Language Development of English learners

A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific programming being utilized as well as the student's academic language progress as indicated by the WIDA MODEL progress monitoring assessment. This information will be shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social worker or psychologist. EL students are fully integrated in core curriculum and instruction while receiving EL support. They will also have complete access to all programs in the school and work on the same skills as all mainstream students.

The EL teacher will participate in mainstream curriculum writing and lesson planning with a focus on language scaffolding and assistance. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum will be supported through the [WIDA language proficiency standards](#). Along with EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers.

Classroom teachers have primary responsibility for all students, including those with English learning needs. Staff will be trained in the alignment of ELD and content standards through professional development. In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers collaborate with classroom/content area teachers and student support staff, to support students’ success based on each student’s English learning needs;
- All NMFA staff provide culturally responsive resources and services to EL students and their families;
- EL teachers align their program with the district's curricula in English literacy, [Minnesota’s ELD Standards](#), and Minnesota state [content standards](#).

Amount and Scope of Instruction

Level 1: Entering. Students receive 60 min each day of ELL. Students will also be supported through scaffolding techniques in mainstreams classroom so that each student is able to access the content.

Level 2: Beginning. Students receive 60 min each day of ELL. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the content.

Level 3: Developing. Students receive 30 min each day of ELL. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the content.

Level 4+: Expanding. Students receive 30 min each day of ELL. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the content.

Recommended Minutes	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding
EL	60 minutes	60 minutes	30 minutes	30 minutes
Classroom supports	As needed	As needed	As needed	As needed

Materials: grade level ELA materials, mainstream classroom activities, sorts, matching activities.

Instructional Strategies: use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation, SIOP for mainstream teacher use

Progress Monitoring: MODEL, in fall, winter, and spring or fall and spring.

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.

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.

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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 IXL, and Lexia, and Power-Up, all online learning system that generate assignments and assessments to support classroom instruction.

Instruction through technology is implemented by the use of Chrome Books, iPads, and laptops for all students in grades K-8. 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. 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.

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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 Committee.)

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, 2020. 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,*
- *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.*

Board Governance

NMFA 2020-2021 BOARD DEVELOPMENT PLAN

This plan describes a formal process to sustain and regenerate our Board. This plan is intended to ensure that:

- We have a working knowledge of the prevailing value system as well as talents and levels of commitment for each Board member.
- Board members understand the importance of establishing data-based methods for goal evaluation.
- Board members understand techniques for recruiting and developing new Board members as well as improving the knowledge and skills of existing Board members.
- The Board understands the difference between governance and management, guarding against intrusive micro-management.
- We have adequate strategic planning for long term sustainability.
- Board members avoid expressing individual preference at the expense of the group.
- Board members avoid expressing the power of the Board outside the confines of a Board meeting.

Plan Contents

A. Board Organization (based on goal of 7 Board Members)

Name	Board Role	Representation	Governance Committee	Finance Committee	Policy Committee
Pam Albrecht	Board Chair	Community	Chair	Member	
Michael Leary	Treasurer	Community	Member	Chair	
Ember Russell	Secretary	Teacher			Chair
David Isaacson	Member	Teacher		Member	Member
TBD	Member	Parent	Member		Member
TBD	Open	TBD	TBD	TBD	TBD
TBD	Open	TBD	TBD	TBD	TBD

B. Sustainable Board Model:

- The Governance Committee duties/scope includes:
 - Goals and strategy
 - School performance/results
 - Board involvement with Principal and Principal performance goals and feedback
 - Overall compliance assurance with education, contractual and legal requirements
 - Guides the nomination process