



North Metro Flex Academy

North Metro Flex Academy

2350 Helen St.

North St. Paul, MN 55109

651-300-6300

2021-2022

Annual Report

World's Best Workforce Summary and Plan

2021-2022 Annual Report

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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 postsecondary opportunity they pursue. Our students 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 as a K-4 school with 170 students in attendance. The school has since expanded to include fifth grade in 2017, sixth grade in 2018, seventh grade in 2019 and eighth grade in 2020. Our school is very diverse, including a rich blend of students from different cultures, ethnicities, and socio-economic backgrounds. We continue to actively recruit staff to reflect the makeup of our student population, to include members of the Latino, East African, African American, and Asian communities. The 2020-2021 school year continued to challenge students, staff, and parents with COVID-19 impacting the delivery of academics and the overall social emotional well-being of our school community. In addition to COVID-19, many of our families were impacted by the death of George Floyd and the trial of Derek Chauvin. The staff needed to respond and adjust to the immediate needs of our families on a daily basis. During the Fall of 2020 we started the year in a hybrid learning model, while many students remained in a Full Distance Learning model. From November 2020 through February 2021, ALL of our students were in the FULL Distance Learning Model. We transitioned from FULL shutdown and distance learning, to hybrid learning for some, distance learning for some students and FULL in person for some students. NMFA staff, students and families rose to the challenge by being flexible, patient, creative, and resilient. Testing Data collected was unreliable due to the challenges and trauma of the year. We were in the process of forming committees, engaging stakeholders, and enriching our academic and extra-curricular activities to better serve our community of learners.

Our Year

During the 2021 - 2022 school year, most of our students were on site for instruction. We had our staff participate in professional development that was divided into 3 cohorts: LETRS, Math and Social Justice. As we continued to enrich our students at NMFA we included daily all school reading and math groups specifically targeted to students' needs. Students at a higher achievement level were placed into our high potential group: Destination Imagination. Our adoption of the K-2 ELA Superkids curriculum was purchased and implemented in Fall of 2021. Superkids is aligned with the Science of reading and MN State Standards. Spring 2022 Cohorts participated in an all school curriculum adoption process for both Math and ELA. Winter 2022 all students were offered after school tutoring from licensed teachers at NMFA until the end of Trimester 3. Spring 2022 NMFA students were also able to participate in spring clubs: Art, Basketball, Soccer, Strategy and Disc Golf.

A. School Enrollment and Student Attrition

Student Enrollment – October 1, 2021: 209

Student Enrollment – June 2, 2022: 186

Student Demographics – October 1, 2021

Race/Ethnicity	Count	Percent
Hispanic or Latino	51	27.9%
American Indian or Alaska Native (Federal Definition)	0	0.0%
Asian	4	2.2%
Black or African American	70	38.3%
Native Hawaiian or Pacific Islander	0	0.0%
White	41	22.4%
Two or more races	17	9.3%
All students	183	100.0%

Student Enrollment by other Criteria

	Count	Percent
English learner	38	20.8%
Special education	33	18.0%
Free/Reduced-Price meals	128	69.9%
Homeless	0	0.0%

2021-2022 Cohort Retention						
	October 1st, 2021 Student Enrollment	June 22' Enrollment	September 22' Returning Students	September 22' New Students	October 1st, 2022 Student Enrollment	Retention
K	25	24	0	21	24	96%
1	22	19	19	7	22	86%
2	22	20	17	6	22	91%
3	30	27	19	4	28	90%
4	28	24	25	3	26	86%
5	33	28	19	7	30	85%
6	23	20	25	7	25	87%
7	16	14	19	8	18	88%
8	10	10	13	6	21	100%

B. Governance, Management and Authorizer

2021-2022 NMFA Board of Directors

The NMFA Board is composed of parents, teachers, and community members, and meets on the third Wednesday of each month. Meeting dates and times are posted on the school door as well as on our website (www.nmfamn.org) We held a Board election in May 2022.

NAME	BOARD POSITION	BOARD SEAT	TERM
Pam Albrecht	Board Chair	Community Member	7/1/21 –6/30/22
Mike Leary	Treasurer	Community Member	7/1/21 – 6/30/23
David Isaacson	Board Member	Teacher	7/1/21 - 6/30/23
Ember Russell	Secretary	Teacher	7/1/21 – 6/30/23
Kyle Johnson	Member	Teacher	7/1/21 - 6/30/24
Joe Palkowitsch	Member	Community Member	7/1/21 - 6/30/24

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.

Contact Information:

Novation Education Opportunities

3432 Denmark Ave, Ste. 130

Eagan, MN 55123

612-889-2103

executive.director.neo@gmail.com

C. Staffing

PRINCIPAL: Debra Kranz M.Ed.

OFFICE MANAGER: Jessaca Karg

OPERATIONS MANAGER: Chelsea Smieja

SPECIAL EDUCATION TEACHER/COORDINATOR: David Isaacson

Last Name	First Name	Assignment	File Folder
Kranz	Debra	Principal	324225
Russell	Ember	Kindergarten	491609
Emery	Liana	1st Grade	375720
Dobbelmann	Amanda	1st Grade	518511
O'Rourke	Colleen	2nd Grade	411593
Erickson	Nancy	3rd Grade	313884
Livdahl	Jill	4th Grade	319680
Dobratz	Morgan	4th/5th Grade	1007068
Skalbeck	Paul	5th Grade	497487
Listerud	Tina	ELA 6th - 8th Grade Science- 6th Grade	460484
Saline	Sandra	Math 6th -8th Grade Science- 7th Grade	449692
Johnson	Kyle	Social Studies 6th-8th Grade Science- 8th Grade	486413
Isaacson	David	Special Education Coordinator	369551
Strasser	Kelly	Special Education Teacher	442684
Hofstad	Chloe	Special Education Teacher	512904
Hastings	Lacey	Special Education Teacher	1011142
Karnitz	Helen	Special Education Teacher	319983
Metling	Paula	Special Education Teacher	1015289
Karg	Jessaca	Office Manager/Kitchen Manager/Title 1	509076
Anderson	Madeline	Music All Grades K-8	481661
Engstrom	Caesare	Physical Education	420204
Bercaw	Elizabeth	ELL	325575

NORTH METRO FLEX ACADEMY 2020-2021 SUPPORT STAFF

Smieja	Chelsea	Operations Manager/Special Education Due Process
Robinson	Mark	Behavior Intervention Specialist
Crowley	Ceil	DAC/Destination Imagination
Fadlalla	Amina	Special Education Paraprofessional/Food Service
Walton	Nicole	Special Education Paraprofessional/Food Service
Tyler	Rachelle	Special Education Paraprofessional
Hastings	Caylin	Special Education Paraprofessional
Johnson	Sara	Special Education Paraprofessional
Peterson	Haileigh	Special Education Paraprofessional
Peterson	Lora	Special Education Paraprofessional
Olson	Carolina	Special Education Paraprofessional
Matsen	Megan	Flex / Paraprofessional
McKimmey	Thea	Flex/ Paraprofessional
Loebel	Jennifer	Flex/Paraprofessional
Mogren	Amy	Flex/ Paraprofessional
Wheeler	Lisa	Flex/ Paraprofessional
Isaacson	Will	Flex / Paraprofessional

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 Manager provide a monthly update at each regularly scheduled board meeting providing full transparency to the board, staff and community.

Management's Discussion and Analysis

As management of the North Metro Flex Academy (the Charter School), North St. Paul, Minnesota, we offer readers of the Charter School's financial statements this narrative overview and analysis of the financial activities of the Charter School for the period ended June 30, 2022.

Financial Highlights

- The assets and deferred outflows of resources of the Charter School were deficient to the liabilities and deferred inflows of resources at the close of fiscal year 2022 by \$2,076,834.
- A deficit of \$2,191,767 (*unrestricted net position*) exists at the close of fiscal year 2022. This deficit is due to the recognition of the pension liability and related balances.
- The Charter School's net position increased \$369,170 in 2022. This increase can be attributed to the forgiveness of the paycheck protection program loan.
- As of the close of the current fiscal year, the Charter School's governmental funds reported a total ending fund balance of \$674,532, an increase of \$101,822 from the prior year.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the Charter School's basic financial statements. The Charter School's basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplemental information in addition to the basic financial statements themselves.

Presented below is the balance sheet as of 6/30/2022 (audited):

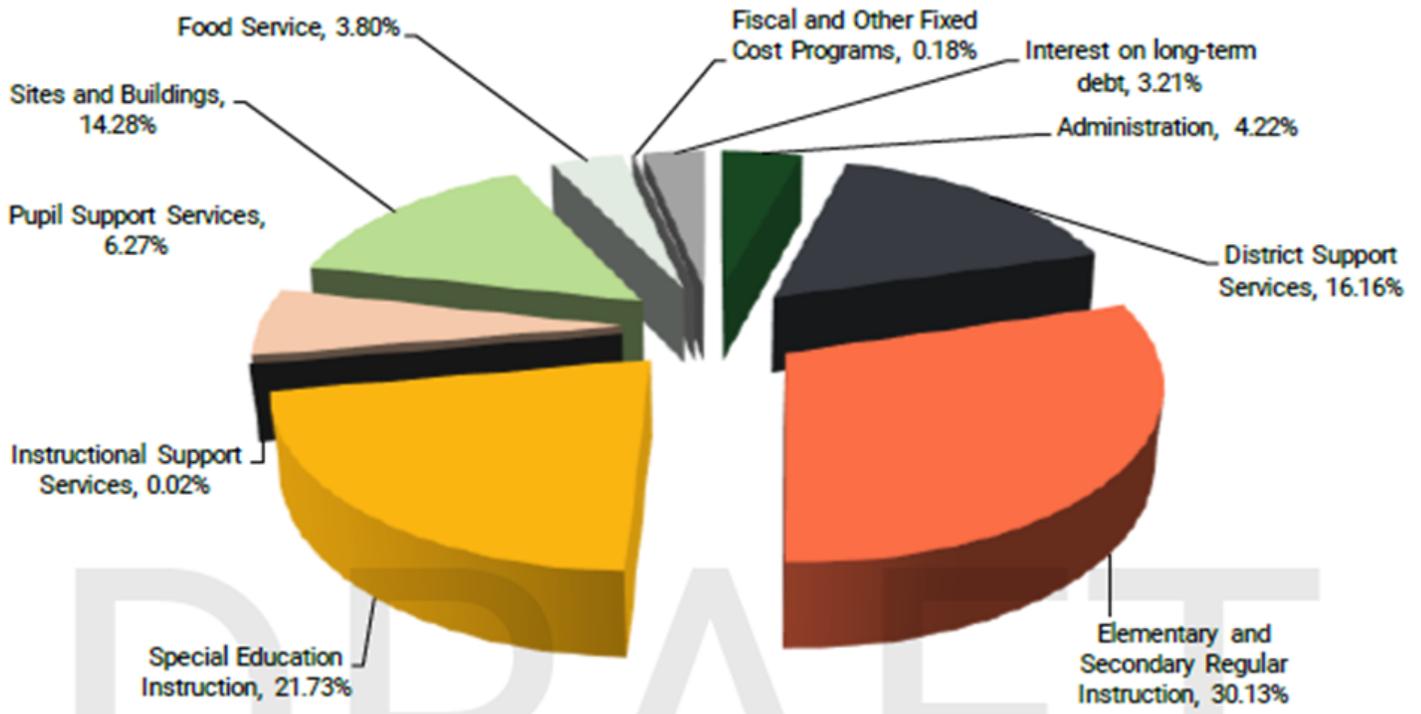
Income Statement Summary

**North Metro Flex Academy
Charter School No. 4243
North St. Paul, Minnesota
Balance Sheet
Governmental Funds
June 30, 2022**

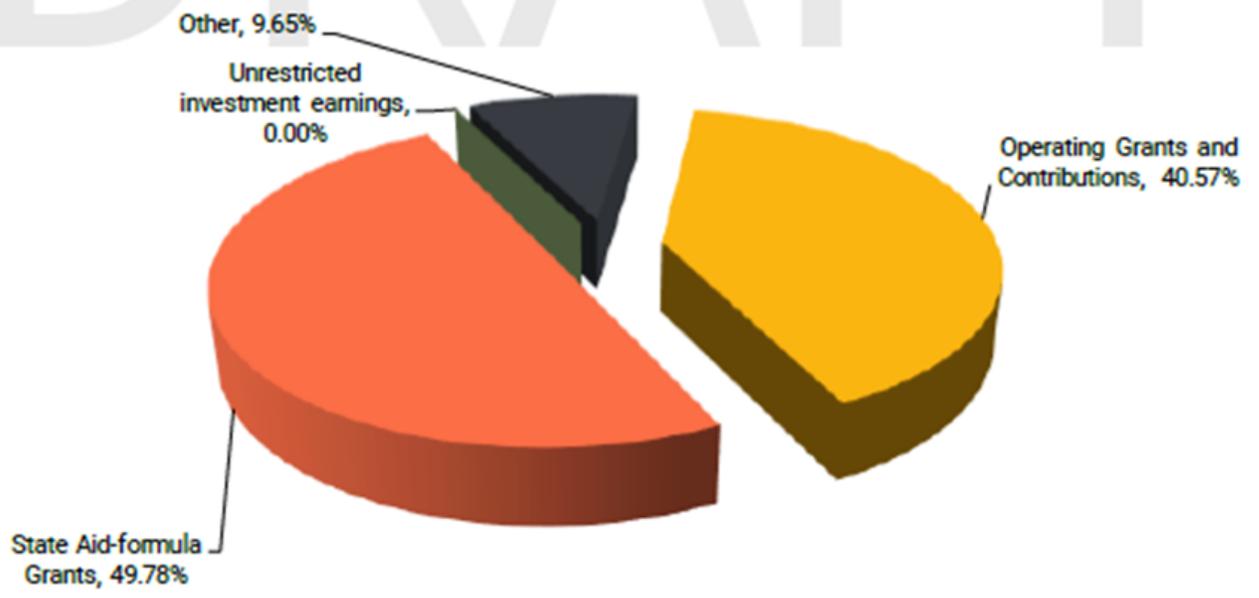
	General	Nonmajor Governmental Funds	Total Governmental Funds
Assets			
Cash and temporary investments	\$ 382,699	\$ 60,791	\$ 443,490
Due from the Minnesota Department of Education	238,691	39	238,730
Due from the Federal government	236,822	1,898	238,720
Due from other funds	8,186	-	8,186
Prepaid items	5,239	-	5,239
	\$ 871,637	\$ 62,728	\$ 934,365
Liabilities			
Accounts and other payables	\$ 94,048	\$ -	\$ 94,048
Accrued salaries payable	155,792	1,807	157,599
Due to other funds	-	8,186	8,186
Total Liabilities	249,840	9,993	259,833
Fund Balances			
Nonspendable prepaid items	5,239	-	5,239
Restricted to			
Medical assistance	65,447		65,447
Food service	-	47,029	47,029
Community service	-	5,706	5,706
Unassigned	551,111	-	551,111
Total Fund Balances	621,797	52,735	674,532
Total Liabilities and Fund Balances	\$ 871,637	\$ 62,728	\$ 934,365

The following graph depicts various governmental activities and shows the expenses and program revenues directly related to those activities.

Expenses - Governmental Activities Graph



Revenue by Source - Governmental Activities Graph



E. Academic Performance

Collecting Academic data improved overall. Most of our students were in-person learning, therefore we were able to have consistent academic testing in the Fall of 2021 and Spring of 2022. The data collected was reliable. We have stable testing conditions, a consistent proctor and reliable procedure to ensure a stable testing environment.

NWEA SPRING 2022

Kindergarten Math

Summary	
Total Number of Students With Valid Growth Scores	24
Mean RIT Score	147.2
Median RIT	140.5
Standard Deviation	16.8
District Grade-Level Mean RIT	147.2
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	157.7
Students At or Above Grade-Level Mean RIT	7

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	13	54%	1	4%	4	17%	4	17%	2	8%	144-147-151	140	16.8

Kindergarten Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	24
Mean RIT Score	143.7
Median RIT	143.5
Standard Deviation	12.1
District Grade-Level Mean RIT	143.7
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	153.6
Students At or Above Grade-Level Mean RIT	6

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	12	50%	5	21%	3	13%	3	13%	1	4%	141-144-146	144	12.1

First Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	162.3
Median RIT	163
Standard Deviation	14.1
District Grade-Level Mean RIT	162.3
Students At or Above District Grade-Level Mean RIT	10
Grade-Level Mean RIT	176.9
Students At or Above Grade-Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	11	58%	3	16%	4	21%	1	5%	0	0%	159-162-166	163	14.1

First Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	19
Mean RIT Score	158.4
Median RIT	159
Standard Deviation	11.3
District Grade-Level Mean RIT	158.4
Students At or Above District Grade-Level Mean RIT	10
Grade-Level Mean RIT	171.8
Students At or Above Grade-Level Mean RIT	1

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	10	53%	8	42%	0	0%	0	0%	1	5%	156-158-161	159	11.3

Second Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	24
Mean RIT Score	186.1
Median RIT	186
Standard Deviation	19.5
District Grade-Level Mean RIT	186.1
Students At or Above District Grade-Level Mean RIT	12
Grade-Level Mean RIT	189.8
Students At or Above Grade-Level Mean RIT	11

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	9	38%	3	13%	3	13%	4	17%	5	21%	182-186-190	186	19.5

Second Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	180.8
Median RIT	179
Standard Deviation	18.9
District Grade-Level Mean RIT	180.8
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	185.8
Students At or Above Grade-Level Mean RIT	11

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	9	39%	3	13%	3	13%	4	17%	4	17%	177-181-185	179	18.9

Third Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	30
Mean RIT Score	196
Median RIT	197.5
Standard Deviation	14.7
District Grade-Level Mean RIT	196
Students At or Above District Grade-Level Mean RIT	17
Grade-Level Mean RIT	201.4
Students At or Above Grade-Level Mean RIT	12

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	7	23%	10	33%	7	23%	3	10%	3	10%	193-196-199	198	14.7

Third Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	30
Mean RIT Score	195
Median RIT	197
Standard Deviation	15.4
District Grade-Level Mean RIT	195
Students At or Above District Grade-Level Mean RIT	16
Grade-Level Mean RIT	197.3
Students At or Above Grade-Level Mean RIT	15

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	7	23%	5	17%	6	20%	7	23%	5	17%	192-195-198	197	15.4

Fourth Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	193.4
Median RIT	192.5
Standard Deviation	12.4
District Grade-Level Mean RIT	198.3
Students At or Above District Grade-Level Mean RIT	6
Grade-Level Mean RIT	210.9
Students At or Above Grade-Level Mean RIT	2

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	12	67%	4	22%	2	11%	0	0%	0	0%	190-193-195	192	12.4

Fourth Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	17
Mean RIT Score	193.9
Median RIT	192
Standard Deviation	16.6
District Grade-Level Mean RIT	197.7
Students At or Above District Grade-Level Mean RIT	6
Grade-Level Mean RIT	204.9
Students At or Above Grade-Level Mean RIT	3

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	8	47%	5	29%	1	6%	1	6%	2	12%	190-194-198	192	16.6

Fifth Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	207.9
Median RIT	213
Standard Deviation	15.4
District Grade-Level Mean RIT	205.7
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	219.1
Students At or Above Grade-Level Mean RIT	3

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	7	39%	5	28%	4	22%	1	6%	1	6%	204-208-212	213	15.4

Fifth Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	18
Mean RIT Score	210.8
Median RIT	209
Standard Deviation	13.6
District Grade-Level Mean RIT	206.4
Students At or Above District Grade-Level Mean RIT	10
Grade-Level Mean RIT	211.1
Students At or Above Grade-Level Mean RIT	8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	2	11%	6	33%	3	17%	4	22%	3	17%	208-211-214	209	13.6

Fourth/Fifth Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	21
Mean RIT Score	205.1
Median RIT	207
Standard Deviation	10
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	*
Students At or Above Grade-Level Mean RIT	*

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	6	29%	11	52%	1	5%	3	14%	0	0%	203-205-207	207	10

Fourth/Math Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	21
Mean RIT Score	202.2
Median RIT	204
Standard Deviation	12
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	*
Students At or Above Grade-Level Mean RIT	*

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	6	29%	6	29%	4	19%	4	19%	1	5%	200-202-205	204	12

Sixth Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	20
Mean RIT Score	209.4
Median RIT	205.5
Standard Deviation	21.3
District Grade-Level Mean RIT	209.4
Students At or Above District Grade-Level Mean RIT	8
Grade-Level Mean RIT	223.1
Students At or Above Grade-Level Mean RIT	6

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	12	60%	2	10%	2	10%	3	15%	1	5%	205-209-214	206	21.3

Sixth Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	20
Mean RIT Score	210.8
Median RIT	213.5
Standard Deviation	20.6
District Grade-Level Mean RIT	210.7
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	215.4
Students At or Above Grade-Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	7	35%	2	10%	3	15%	4	20%	4	20%	206-211-215	214	20.6

Seventh Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	15
Mean RIT Score	215.6
Median RIT	218
Standard Deviation	17.4
District Grade-Level Mean RIT	215.6
Students At or Above District Grade-Level Mean RIT	8
Grade-Level Mean RIT	226.9
Students At or Above Grade-Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	7	47%	1	7%	4	27%	2	13%	1	7%	211-216-220	218	17.4

Seventh Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	14
Mean RIT Score	212.1
Median RIT	212
Standard Deviation	18.4
District Grade-Level Mean RIT	212.1
Students At or Above District Grade-Level Mean RIT	6
Grade-Level Mean RIT	218.4
Students At or Above Grade-Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	3	21%	5	36%	2	14%	1	7%	3	21%	207-212-217	212	18.4

Eighth Grade Math

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	10
Mean RIT Score	224.7
Median RIT	225
Standard Deviation	16
District Grade-Level Mean RIT	224.7
Students At or Above District Grade-Level Mean RIT	5
Grade-Level Mean RIT	230.5
Students At or Above Grade-Level Mean RIT	3

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Math: Math K-12	3	30%	2	20%	2	20%	2	20%	1	10%	219-225-230	225	16

Eighth Grade Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	10
Mean RIT Score	216.9
Median RIT	215
Standard Deviation	18.2
District Grade-Level Mean RIT	216.9
Students At or Above District Grade-Level Mean RIT	5
Grade-Level Mean RIT	221.7
Students At or Above Grade-Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Language Arts: Reading	1	10%	5	50%	2	20%	1	10%	1	10%	211-217-223	215	18.2

F. World's Best Work Force Summary

District or Charter Name

4243-07 North Metro Flex Academy

Grades Served

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Sixth Grade

Seventh Grade

Eighth Grade

WBWF Contact Name

Debra Kranz

WBWF Role

Principal

WBWF Contact Info

dkranz@nmfamn.org

651-300-6300

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.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

www.nmfamn.org

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021-2022 school year.

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.

Provide the date of the school board annual public meeting to review progress on the WBWF plan for the 2021-22 school year: **Wednesday, January 19, 2022**

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must 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 district advisory committee makes recommendations to the school board.

District Advisory Committee Members 2021-2022

First and Last Name	Role in District
Debra Kranz	Principal
Nichole Walton	Parent & SPED Paraprofessional
Carolina Olson	Cultural Liaison- Represent Hispanic Parents
Mark Robinson	BIS and Outreach
Heather Chouravong	Parent
Mike Leary	Board Member- Community
Joe Palkowitsch	Parent and School Board Member

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out of field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students. While districts/charters 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 taught for three or fewer 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.

The term “**equitable access gap**” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers. Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, infield, and effective teachers.

Each spring we recruit new teachers and we consistently try to hire staff representing our current student demographic. Our STAR data is reviewed twice per year, giving us information used for future hiring. All teachers are licensed and highly qualified. Our support staff is representative of our student and family demographic. The NMFA Board of Directors reviews data annually. We have attended a state-wide job fair and advertised on a nationwide website Indeed, as well as Minnesota website St. Cloud EdPost and K-12 Jobspot. We have interviewed qualified applicants who have turned us down due to salary limitations.

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

We are partnering with colleges and high schools to pursue possible teachers and paraprofessionals. As our enrollment increases, we hope to be able to attract and hire diverse, experienced, effective teachers with an increased budget for teaching staff. We currently have numerous support staff who are attending college programs through Hamline, St.Thomas, River Falls and Concordia St. Paul.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

During the 2021-2022 school year, the student demographic of NMFA was:

38.3 % Black
27.9 % Latino
22.4% White
9.3% 2 or More
2.2 % Asian
0.0% HPI

100% of our classroom teachers were Caucasian. To reflect our student population, our goal was to employ three Latino teachers, four Black teachers, and five Caucasian teachers. We do have the following BIPOC employed at NMFA: **African American** -Behavior Intervention Assistant and Special Ed. Paraprofessionals; **East African** - Kitchen/Paraprofessional; **Latino** - Liaison/Paraprofessional; we should employ at least two African American teachers.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

We are developing community partnerships that are inclusive of BIPOC to reflect our student population and increase an interest in the field of Education. We regularly advertise for teachers on three websites: EdPost, K-12 JobSpot, and Indeed. We have been successful in recruiting teachers of color in our district. Our goal is to employ a diverse culture of staff members to reflect our school student population for the 2022 - 2023 school year.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Each year data relating to Teacher Equitable Access is published in our World's Best Workforce Summary and posted on our school website. Data is annually reported to MDE on the STAR Report.

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

Goal	Result	Goal Status												
<p>NWEA MAP for Primary Math Targets (Grade K)</p> <p>Students' average score will improve by at least 15-20% from Fall 2021 to Spring 2022.</p> <p>NWEA MAP for Primary Reading Targets (Grade K)</p> <p>Students' average score will improve by at least 15-20% from Fall 2021 to Spring 2022.</p>	<p>NWEA MAP for Primary Math Targets (Grade K)</p> <table border="1" data-bbox="540 380 972 579"> <thead> <tr> <th>Fall Student Avg. RIT Score</th> <th>Spring Student Avg. RIT Score</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>134.77</td> <td>147.18</td> <td>9.21%</td> </tr> </tbody> </table> <p>NWEA MAP for Primary Reading Targets (Grade K)</p> <table border="1" data-bbox="540 751 972 951"> <thead> <tr> <th>Fall Student Avg. RIT Score</th> <th>Spring Student Avg. RIT Score</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>129.36</td> <td>144.23</td> <td>11.49%</td> </tr> </tbody> </table>	Fall Student Avg. RIT Score	Spring Student Avg. RIT Score	Difference	134.77	147.18	9.21%	Fall Student Avg. RIT Score	Spring Student Avg. RIT Score	Difference	129.36	144.23	11.49%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Fall Student Avg. RIT Score	Spring Student Avg. RIT Score	Difference												
134.77	147.18	9.21%												
Fall Student Avg. RIT Score	Spring Student Avg. RIT Score	Difference												
129.36	144.23	11.49%												

Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)

During 2021-2022 NMFA adopted Superkids reading curriculum for grades K-2nd. NMFA staff was a part of the curriculum adoption team for both ELA and Math that will be implemented in 2022-2023 school year. We resumed the use of reading and math intervention groups school wide during 2021-2022.

2022 - 2023 Goal: All Students Ready for School

Students' average score will improve by at least 15-20% from Fall to Spring.

Strategies used to address this goal in the 2022-2023 SY:

- Small group and individual instruction in Reading and Math
- LETRS training and implementation
- SuperKids K-2 Reading Program aligned with the Science Of Reading with on-site training and on-going coaching
- Destination Imagination teams have been implemented and Kindergarten students take part in the K-1-2 teams that meet once a week to focus on problem-solving.
- Co-Teaching efforts with Special Ed Teachers
- Para Support for small groups
- EL teacher supports multilingual students
- IXL can be used as a supplemental intervention along with recently adopted Bridges, Illustrative and MyView online interventions
- Schoolwide Title1.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status								
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>The school's 3rd grade MCA proficiency rate exceeds the resident district average rate.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <table border="1" data-bbox="524 480 971 690"> <thead> <tr> <th data-bbox="524 480 643 634">Proficient Students</th> <th data-bbox="643 480 743 634">Total students tested</th> <th data-bbox="743 480 850 634">NMFA reading % proficient rate</th> <th data-bbox="850 480 971 634">St. Paul reading % proficient rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 634 643 690">9</td> <td data-bbox="643 634 743 690">24</td> <td data-bbox="743 634 850 690">37.50</td> <td data-bbox="850 634 971 690">32.13</td> </tr> </tbody> </table>	Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate	9	24	37.50	32.13	<p>Check one of the following:</p> <p><input type="checkbox"/> <u>x</u> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate							
9	24	37.50	32.13							

Narrative: We were able to apply and implement strategies and interventions with fidelity. We resumed the use of Schoolwide reading and math intervention groups during the 2021-2022 SY.

We continued to monitor the students using classroom assessments, Superkids assessments, Sonday progress monitoring assessments, NWEA scores, work completion, and teacher running records during the 2021-2022 SY. We had more consistent and accurate MCA data when the Spring 2022 statewide testing was completed.

2022-2023 Goal: All Students in Third Grade Achieving Grade-Level Literacy

The school’s combined FY 2021 - FY 2026 third grade proficiency rate will exceed the resident district (St. Paul Public Schools) average.

Strategies used to address this goal in the 2022 - 2023 SY:

- Small group and individual instruction in Reading using: SuperKids, Sonday, MyView and My Perspective.
- LETRS training and implementation
- Destination Imagination teams have been implemented and 3rd Grade students take part in the multi-grade teams once a week to focus on problem-solving
- Co-Teaching efforts with Special Ed Teachers
- Para Support for small groups
- EL teachers supports multilingual students
- EPIC, MyView, and Easy CBM can be used as a supplemental intervention
- We are implementing interim assessments in Trimester 1 and 2 to provide data for the PLC teams to inform classroom instruction and differentiated groups.
- Surveys were sent to families to offer tutoring services in Reading and Math.

Close the Achievement Gap(s) Between Student Groups

FRP - Focus Group

Goal	Result	Goal Status								
<p>Attain Grade-level Proficiency-FRP Focus Group Resident District Comparison</p> <p>The school's combined proficiency rate (MCA - Math) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Math - MCA</p> <table border="1" data-bbox="557 430 971 625"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA Math % proficient rate</th> <th>St. Paul Math % proficient rate</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>95</td> <td>11.58%</td> <td>14.62%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 11.58% is 3.04% lower than the resident district's combined proficiency rate of 14.62%.</p>	Proficient Students	Total students tested	NMFA Math % proficient rate	St. Paul Math % proficient rate	11	95	11.58%	14.62%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA Math % proficient rate	St. Paul Math % proficient rate							
11	95	11.58%	14.62%							
<p>Attain Grade-level Proficiency-FRP Focus Group Resident District Comparison</p> <p>The school's combined proficiency rate (MCA - Reading) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Reading - MCA</p> <table border="1" data-bbox="557 976 971 1182"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA reading % proficient rate</th> <th>st. paul reading % proficient rate</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>96</td> <td>29.17%</td> <td>21.50%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 29.17% is higher than the resident district's combined proficiency rate of 21.50%.</p>	Proficient Students	Total students tested	NMFA reading % proficient rate	st. paul reading % proficient rate	28	96	29.17%	21.50%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA reading % proficient rate	st. paul reading % proficient rate							
28	96	29.17%	21.50%							
<p>Attain Grade-level Proficiency-FRP Focus Group State Comparison</p> <p>The school's combined proficiency rate (MCA - Math) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Math - MCA</p> <table border="1" data-bbox="557 1528 971 1724"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA Math % proficient rate</th> <th>st. paul Math % proficient rate</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>95</td> <td>11.58%</td> <td>24.41%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 11.58% is 12.83% lower than the state's combined proficiency rate of 24.41%.</p>	Proficient Students	Total students tested	NMFA Math % proficient rate	st. paul Math % proficient rate	11	95	11.58%	24.41%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA Math % proficient rate	st. paul Math % proficient rate							
11	95	11.58%	24.41%							

Goal	Result	Goal Status								
<p>Attain Grade-level Proficiency-FRP Focus Group State Comparison</p> <p>The school's combined proficiency rate (MCA - Reading) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026..</p>	<p>Reading - MCA</p> <table border="1" data-bbox="557 331 971 541"> <thead> <tr> <th data-bbox="557 331 667 478">Proficient Students</th> <th data-bbox="667 331 756 478">Total students tested</th> <th data-bbox="756 331 862 478">NMFA reading % proficient rate</th> <th data-bbox="862 331 971 478">St. Paul reading % proficient rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="557 478 667 541">28</td> <td data-bbox="667 478 756 541">96</td> <td data-bbox="756 478 862 541">29.17%</td> <td data-bbox="862 478 971 541">31.27%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 29.17% is 2.11% lower than the state's combined proficiency rate of 31.27%.</p>	Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate	28	96	29.17%	31.27%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate							
28	96	29.17%	31.27%							

Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)

We will continue to monitor these students using classroom assessments, NWEA scores, work completion, and teacher running records during the 2022-2023.

2022-2023 Goal: Close the Achievement Gap between Student Groups

MCA Math: The school's combined FY 2021-2026 F & R proficiency rate exceeds the resident district.

MCA Reading: The school's combined FY 2021-2026 F & R proficiency rate exceeds the resident district.

Strategies:

- Small group and individual instruction in Reading and Math
- LETRS training and implementation
- The SuperKids K-2 Reading Program, MyView 3-5, My Perspective 6-8, Sonday are all aligned with the Science of Reading with on-site training and on-going coaching.
- Destination Imagination teams have been implemented once a week to focus on problem-solving
- Co-Teaching efforts with Special Ed Teachers
- Para Support for small groups
- EL teacher supports multilingual students
- IXL can be used as a supplemental intervention
- Title programming is school-wide. This was a shift from the Targeted assistance..
- Weekly progress monitoring has also been implemented this year in both Reading and Math. This data will be used in PLC's to inform classroom instruction and differentiated groups.
- We are implementing interim assessments in Trimester 1 and 2 to provide data for the PLC teams to inform classroom instruction and differentiated groups.
- Surveys were sent to families to offer tutoring services in Reading.

Close the Achievement Gap(s) Between Student Groups-EL - Focus Group

Goal	Result	Goal Status								
<p>Attain Grade-level Proficiency-EL Focus Group State Comparison</p> <p>The school's combined proficiency (MCA - Math) rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Math - MCA</p> <table border="1" data-bbox="557 352 971 552"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA Math % proficient rate</th> <th>St. Paul Math % proficient rate</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>28</td> <td>7.14%</td> <td>13.19%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 7.14% is 6.05% lower than the state's combined proficiency rate of 13.19%.</p>	Proficient Students	Total students tested	NMFA Math % proficient rate	St. Paul Math % proficient rate	2	28	7.14%	13.19%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA Math % proficient rate	St. Paul Math % proficient rate							
2	28	7.14%	13.19%							
<p>Attain Grade-level Proficiency-EL Focus Group State Comparison</p> <p>The school's combined proficiency (MCA - Reading) rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Reading - MCA</p> <table border="1" data-bbox="557 840 971 1039"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA reading % proficient rate</th> <th>St. Paul reading % proficient rate</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>28</td> <td>7.14%</td> <td>12.17%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 7.14% is 5.02% lower than the state's combined proficiency rate of 12.17%.</p>	Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate	2	28	7.14%	12.17%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate							
2	28	7.14%	12.17%							
<p>Attain Grade-level Proficiency-EL Focus Group Resident District Comparison</p> <p>The school's combined proficiency rate (MCA - Math) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Math - MCA</p> <table border="1" data-bbox="557 1386 971 1585"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA Math % proficient rate</th> <th>St. Paul Math % proficient rate</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>28</td> <td>7.14%</td> <td>11.15%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 7.14% is 4.01% lower than the resident district's combined proficiency rate of 11.15%.</p>	Proficient Students	Total students tested	NMFA Math % proficient rate	St. Paul Math % proficient rate	2	28	7.14%	11.15%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
Proficient Students	Total students tested	NMFA Math % proficient rate	St. Paul Math % proficient rate							
2	28	7.14%	11.15%							

Goal	Result	Goal Status								
<p>Attain Grade-level Proficiency-EL Focus Group Resident District Comparison</p> <p>The school's combined proficiency rate (MCA - Reading) exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Reading - MCA</p> <table border="1" data-bbox="557 268 972 478"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA reading % proficient rate</th> <th>St. Paul reading % proficient rate</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>28</td> <td>7.14%</td> <td>9.78%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 7.14% is 2.63% lower than the resident district's combined proficiency rate of 9.78%.</p>	Proficient Students	Total students tested	NMFA reading % proficient rate	St. Paul reading % proficient rate	2	28	7.14%	9.78%	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)

NMFA has a licensed EL teacher that meets with small intervention groups multiple times a week to ensure students in this focus group are receiving the individualized instruction.

Strategies:

- Individual instruction
- WIDA testing
- 2:1 intervention groups

Sped - Focus Group

Goal	Result	Goal Status								
<p>Attain Grade-level Proficiency-SPED Focus Group State Comparison</p> <p>The school's combined proficiency (MCA - Math) rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2022 by at least 10 percentage points by FY 2026.</p>	<p>Math - MCA</p> <table border="1" data-bbox="557 1314 972 1524"> <thead> <tr> <th>Proficient Students</th> <th>Total students tested</th> <th>NMFA Math % proficient rate</th> <th>St. Paul Math % proficient rate</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>23</td> <td>8.70%</td> <td>25.12%</td> </tr> </tbody> </table> <p>The school's combined proficiency rate of 8.70% is 16.43% lower than the state's combined proficiency rate of 25.12%.</p>	Proficient Students	Total students tested	NMFA Math % proficient rate	St. Paul Math % proficient rate	2	23	8.70%	25.12%	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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<p>Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)</p> <p>We will continue to monitor these students using classroom assessments, NWEA scores, work completion, and teacher running records during the 2022-2023. Students will receive individualized learning plans that reflect IEP goals and student needs.</p> <p>Strategies:</p>																										

Goal	Result	Goal Status
	<ul style="list-style-type: none"> ● Small group and individual instruction in Reading and Math ● LETRS training and implementation ● The SuperKids K-2 Reading Program, MyView 3-5, My Perspective 6-8, Sonday are all aligned with the Science of Reading with on-site training and on-going coaching. ● Destination Imagination teams have been implemented once a week to focus on problem-solving ● Co-Teaching efforts with Special Ed Teachers ● Para Support for small groups ● EL teacher supports multilingual students ● IXL can be used as a supplemental intervention ● Title programming is school-wide. This was a shift from the Targeted assistance.. ● Weekly progress monitoring has also been implemented this year in both Reading and Math. This data will be used in PLC's to inform classroom instruction and differentiated groups. ● We are implementing interim assessments in Trimester 1 and 2 to provide data for the PLC teams to inform classroom instruction and differentiated groups. ● Surveys were sent to families to offer tutoring services in Reading. 	

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status																
<p>NWEA MAP Fall-Spring Growth-Math (Grades 1-8)</p> <p>Students that were below the 40th percentile in grades 1 - 8 on the Fall NWEA will, on average, increase their national percentile rank by 5-10 from Fall to Spring in the combined FY 2022-2026.</p> <p>NWEA MAP Fall-Spring Growth-Reading (Grades 1-8)</p> <p>Students that were below the 40th percentile in grades 1 - 8 on the Fall NWEA will, on average, increase their national percentile rank by 5-10 from Fall to Spring in the combined FY 2022-2026.</p>	<table border="1" data-bbox="557 926 971 1150"> <thead> <tr> <th>Fall National %</th> <th>Spring National %</th> <th>Fall - Spring Growth</th> <th>TTL students below 40% tested</th> </tr> </thead> <tbody> <tr> <td>17.11%</td> <td>16.79%</td> <td>-0.32%</td> <td>90</td> </tr> </tbody> </table> <p>The school's combined 2021-2026 Fall-Spring growth rate is -0.32.</p> <table border="1" data-bbox="557 1381 971 1606"> <thead> <tr> <th>Fall National %</th> <th>Spring National %</th> <th>Fall - Spring Growth</th> <th>TTL students below 40% tested</th> </tr> </thead> <tbody> <tr> <td>17.47%</td> <td>21.43%</td> <td>3.93</td> <td>76</td> </tr> </tbody> </table> <p>The school's combined 2021-2026 Fall-Spring growth rate is 3.96</p>	Fall National %	Spring National %	Fall - Spring Growth	TTL students below 40% tested	17.11%	16.79%	-0.32%	90	Fall National %	Spring National %	Fall - Spring Growth	TTL students below 40% tested	17.47%	21.43%	3.93	76	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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Goal	Result	Goal Status
<p>Narrative: (What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students? What strategies are in place to support this goal area?)</p> <p>Typically, we use MCA data to identify needs for all students in this foal area. Data is disaggregated by F&R and ELL groups. We will continue to monitor these students using classroom assessments, NWEA scores, work completion, teacher running records and Sunday assessment data during the 2021-22 SY.</p> <p>2022-2023 Goals: All Students are Career and College Ready by Graduation</p> <p>MCA Ready: The school's combined FY 2021- FY 2026 proficiency rate exceeds the state combined FY 2021 - FY 2026 proficiency rate AND/OR the school improves its proficiency rate from the baseline year of FY 2021 by at least 10 percentage points by FY 2026.</p> <p>In addition to the quantitative goal we would like to focus on a qualitative goal we would like to focus on a qualitative goal that will involve raising college and career awareness within our school community. We plan to utilize our Hill Murray partnership and create career and college readiness events as part of our yearly activities. This addition is important for our Grade 6th - 8th grade students as they prepare for high school. We would like to explore the ACT Aspire or some college and career readiness assessment.</p> <p>Strategies used to address this goal in the 2022-23 SY:</p> <ul style="list-style-type: none"> • Small group and individual instruction in Math • LETRS training and implementation • Destination Imagination teams have been implemented to focus on problem-solving • Co-Teaching efforts with Special Ed Teachers • Para Supports for small groups • EL teachers supports multilingual students • IXL, Illustrative, MyPerspectives can be used as a supplemental intervention • Weekly progress monitoring has also been implemented this year in both Reading and Math. This data will be used in PLC's to inform classroom instruction and differentiated groups. • We are implementing interim assessments in Trimesters 1 and 2 to provide data for the PLC teams to inform classroom instruction and differentiated groups. • Surveys were sent to families to offer tutoring services in Reading. 		

All Students Graduate - N.A.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>N/A</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>N/A</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p>

Goal	Result	Goal Status
		___ Met None (multiple goals)

Goal 5: All students will Graduate. (NMFA does not enroll 12th grade students and is not required to have a goal in this area.)

Does your district/charter enroll students in grade 12? No

G. Innovative Practices and Implementation

2021-2022

As the pandemic continued into the 2021-2022 school year we were continuing to make our learning model flexible to all students and families at NMFA. We have continued to implement multiple learning opportunities.

Google Classroom Grades 6-8:

All teachers had a google classroom set-up in the event that we needed to switch to distance learning. We had classroom teachers who were using Google classroom daily with their students while at school, and we had 2 classroom teachers who taught both distance learning and in-person learning.

Programs utilized within NMFA:

- Superkids Reading Program Grades K-2, Aligned with Science of Reading
- IXL – All subject areas
- Generation Genius Science
- Destination Imagination Grades 1-8
- Bridges Grades K-5
- Illustrative Math Grade
- Science Fusion K-3rd
- MyWorld Interactive History and Geography 6th-8th
- Easy CBM
- Pearson/SAVVAS Curriculum including:
 - MyPerspective ELA
 - MyWorld Interactive History and Geography

H. The Future

Other plans for the future include:

- Continuing to increase our after-school tutoring, school clubs and activities.
- Bridges Grades K-5, New Math Curriculum
- Illustrative Math Grade, New Math Curriculum grades 6-8
- Easy CBM Assessments and Progress Monitoring

- Sunday Reading Intervention Groups for grades 1 - 8
- Offering more access to our STEM, coding, robotics, and engineering activities.
- Offering cultural arts experiences grades k-8
- Improve our science program, including adding a new instructor, providing PD to all of our teachers, new equipment, and more hands-on activities.
- Improve our school student culture reflecting school wide restorative practices.
- Improve physical education curriculum.
- Improve school wide reading and math curriculums with school wide curriculum adoption process.
- Continue implementation with new reading and math curriculum
- Communication and family engagement

I. Administrator Professional Development Plan

Strategies	Timeline	Resources
<p>Read professional books/ articles and view webinars featuring strategies for continuing instruction and engaging students in Distant/Remote Learning. Extensive learning about the Science of Reading through LETRS Training.</p>	<p>September 1, 2022 - August 1, 2023</p>	<p>An abundance of articles and Webinars from:</p> <ul style="list-style-type: none"> ● Education Week, EdSource, EdWeb ● Edutopia ● The Institute of Educational Services ● Scholastic, Pearson ● American Psychological Association ● ASCD <p>Weekly LETRS Cohort (Science of Reading)</p> <ul style="list-style-type: none"> ● Reading, journaling, videos, case studies, discussions <p>Leadership Cohort through MACS Charter school leaders</p> <ul style="list-style-type: none"> ● LETRS Cohort Training for Administrators

Regional Centers of Excellence: Continuous Improvement Under ESSA Workshops	September 1, 2022 -August 1, 2023	<p>Continuing Participation in Professional Development with RCE Staff</p> <ul style="list-style-type: none"> ● Explore beliefs and dispositions that support the learning of all students ● Implementation new curriculum ELA/Math & Sunday ● Build understanding of how evidence and data is used in school improvement ● Explore resources that can be used in planning and conducting a Comprehensive Needs Assessment that is aligned with ESSA requirements (i.e. Resource Inequities) ● 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"> ○ The role of the leadership team in the continuous improvement planning process ○ Meaningful stakeholder engagement and communication ● Utilize work time with teams for School Improvement planning with support from Regional Centers of Excellence staff. <p>This support will continue throughout the 2022-2023 school year.</p>
MDE Charter Leader Support Network Training	Sept. 1, 2021 - August 1, 2022	<p>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.</p> <ul style="list-style-type: none"> ● MACS
Personal Leadership Coaching and Mentorship with Ann Mitchell, MDE Principal Development, Support and Evaluation	Sept. 1, 2021 -August 1, 2022	<p>Understanding that it takes time and experience for new school principals to feel comfortable in their role, Ann works with me to not only focus on the immediate demands of the role, but also asking what differences these demands will make to students’ learning. By working with Ann, I gain insights into what works and what does not, while modeling the ongoing learning principles I expect from teachers and students.</p> <ul style="list-style-type: none"> ● Leadership / Peer Coaching
Charter School Leadership Cohort	January 2022-April 2023	Cohort virtual meetings, networking, and training.

J. Community Partnerships

Every Meal Project

NMFA partners with Every Meal Project to supply families with weekly weekend meal bags to take home. Meal bags provide families with shelf stable food items. Families can opt into this program throughout the school year based on family needs.

Hill Murray High School

Every semester 15 Seniors from Hill Murray High School tutor/Mentor students in reading and math on site. Three times a week they come to our school. Twice a year there is a food or clothing drive to supplement food/clothing for our emergency food shelf. Hill Murray also invites our students to their theater performances. The English Department is planning on presenting their writing projects to our students this year. We would also like to broaden our partnership to help raise awareness of high school expectations and college and career readiness.

Kids In Need Teacher Resource Center

Teachers have access to Kids In Need to shop 3 times a year for classroom supplies. Teachers can sign up to shop and take items that they are in need of in their classrooms for the school year. Staff is encouraged to use this partnership to make sure that our classrooms are full of all possible supplies needed.

Mitten and Hats Project

Every year a Minnetonka “Mittens and Hat” group donates mittens, gloves, hats and scarves to our school.

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. They have also helped stock our Emergency Food Shelf.

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. Last year 2 of our students were selected as award winners for the Fire Safety Poster Contest. The students were presented their awards at a North St. Paul City Council Meeting. This year, our principal was invited to participate in the Standard Response Protocol k12, for district wide training.

North St. Paul/Maplewood/Oakdale Local businesses

In the Fall our school participates in the Fall Round Up Parade. Numerous businesses throughout our community give donations to our annual carnival.

North Saint Paul Food Shelf

North Saint Paul Food Shelf provides our school with weekly donations for students to take home on the weekend. Fresh fruit, vegetables and dry/canned goods are provided for families.

North Presbyterian Church

North Presbyterian Church has donated funds to the Every Meal 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 Public Library

Every week classrooms walk to the library to borrow books for independent reading. The teachers coordinate with the librarians throughout the school year.

Saint Andrew's Resource Center

St. Andrew's resource center provides our school and families with meals during holidays with meals to ensure families have a hot meal.

World's Best Workforce Plan

You can find our WBWF Plan at:

www.nmfaMN.org