

Star of the North Academy Independent Charter School District #4224



2018-2019 Annual Report on Curriculum, Instruction and Student Achievement December 2019

Mission

Star of the North Academy provides a caring, structured, nurturing environment; collaborative instruction from educators skilled in best teaching practices, maintains high expectations of students and staff, and motivates and engages students and staff in a safe environment of continuous learning and celebration of success.

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INTRODUCTION

This annual report is presented to Novations Educational Opportunities (NEO), Star of the North Academy's authorizer, in fulfillment of the requirement of public charter schools set forth by the Minnesota Department of Education. It is also intended to provide information to the staff and families of Star of the North Academy, the Minnesota Department of Education, and the general public.

Star of the North Academy is committed to providing a quality, child-focused educational program for all students. The staff collaboratively works to ensure that students receive a balanced education that includes academic achievement, physical growth, and social emotional learning.

Individual student progress is measured and documented through formal and informal classroom assessments and used as a tool to develop instructional strategies. Achievement is reported in a variety of ways to parents and stake holders. Star of the North Academy uses NWEA-Measures of Academic progress, the FASTBridge aReading and aMath standardized tests, end of the term comprehensive exams and Minnesota Comprehensive Assessments (MCAs).

SPONSOR/AUTHORIZER INFORMATION

Star of the North Academy is pleased to have the opportunity to function under the authorization of NEO and we look forward to many years of successful operation under their guidance and support. We have been a charter school since the 2014-2015 school year. We recognize the strong support we have received from the community that had the original vision to create our school and the many who are still with us today. We are excited to welcome all of the new families who have joined us this year and look forward to continuing to emerge as the premiere charter school of the northern suburbs. We submit this Annual Report to NEO with gratefulness and in anticipation of many productive years to come.

I. SCHOOL ENROLLMENT

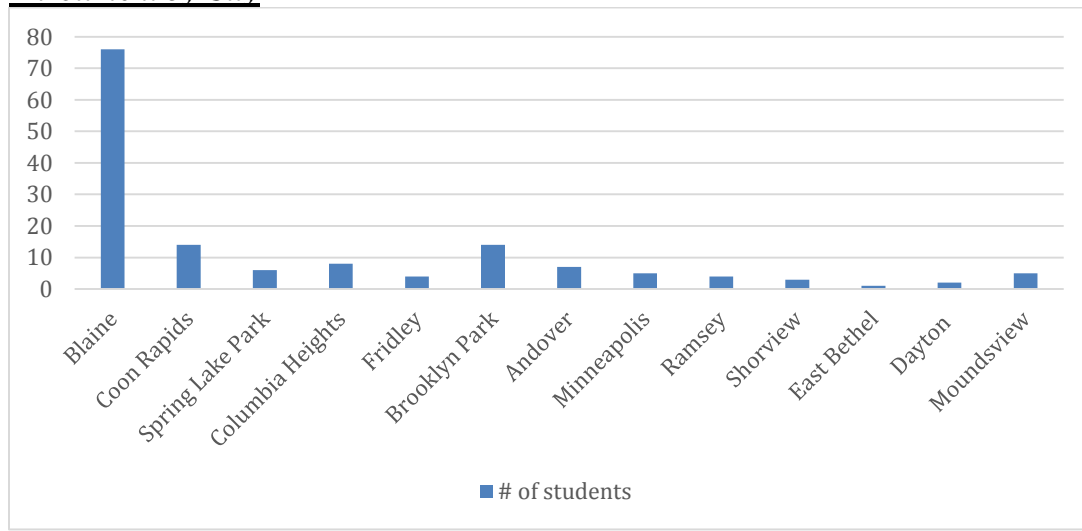
In 2018 - 2019 there were 151 students enrolled at Star of the North Academy at the end of the school year. Students were distributed into grade level classes as follows:

Grade Level Enrollment

| <i>Grade Level</i> | <i>Number of students</i> | <i>Number of boys</i> | <i>Number of girls</i> |
|--------------------|---------------------------|-----------------------|------------------------|
| Kindergarten | 13 | 5 | 8 |

| | | | |
|---------------|-----|----|----|
| First Grade | 23 | 8 | 15 |
| Second Grade | 21 | 15 | 6 |
| Third Grade | 18 | 11 | 7 |
| Fourth Grade | 23 | 7 | 16 |
| Fifth Grade | 15 | 6 | 9 |
| Sixth Grade | 13 | 6 | 7 |
| Seventh Grade | 17 | 9 | 8 |
| Eighth Grade | 7 | 6 | 1 |
| Total | 153 | 73 | 77 |

Enrollment by City



As the above chart indicates, our students reside in many different communities in the north metro.

The following chart provides demographic trends at the end of each year at Star of the North Academy.

| | <i>2015-2016</i> | <i>2016-2017</i> | <i>2017-2018</i> | <i>2018-2019</i> |
|--|------------------|------------------|------------------|------------------|
| <i>End of Year Total Enrollment</i> | 148 | 161 | 143 | 153 |
| <i>Male</i> | 82 | 86 | 74 | 74 |

| | | | | |
|-------------------------------|----|-----|----|-----|
| <i>Female</i> | 66 | 75 | 69 | 79 |
| <i>Special Education</i> | 1 | 4 | 11 | 16 |
| <i>African American</i> | 69 | 75 | 67 | 79 |
| <i>Hispanic</i> | 0 | 0 | 1 | 1 |
| <i>Asian/Pacific Islander</i> | 26 | 24 | 26 | 24 |
| <i>White</i> | 53 | 62 | 49 | 49 |
| <i>American Indian</i> | 0 | 0 | 0 | 0 |
| <i>F/R Lunch</i> | 94 | 120 | 94 | 122 |
| <i>LEP</i> | 40 | 51 | 48 | 49 |

II. STUDENT ATTRITION

We began the school year with an enrollment of 163 students. The year ended with 153 students. In the 5 years of operation, our student enrollment has fluctuated between 130 and 163

III. GOVERNANCE AND MANAGEMENT

School Management

The Administrative Team in 2018-2019 includes the Principal, Operations Manager and the Office Manager. A system of checks and balances has been established for the financial accountability of the school. The School has received clean audits and exemplary operational management scores.

The Board of Directors' primary responsibility is to provide supervision of the school's Principal and their decisions focus on all dimensions of the school's operation, including, but not limited to:

1. School philosophy, goals and objectives
2. School policy
3. Budget
4. Curriculum and instructional direction
5. Staffing
6. Long range planning
7. Communication (home, community, authorizer)
8. School enrollment and organization

9.

The Star of the North Academy's Board of Directors consists of the following voting members:

1. 1 teacher representative
2. 1 parent representative
3. 4 community representatives
4. One Ex-Officio member: school principal
5. 6 voting members total

The members of the Board of Directors serve 3 year renewable terms, with board elections taking place in May.

The Board of Directors meets the third Thursday of the month. Special meeting days and times, as determined by the Board of Directors, are publicly posted and announced to parents, staff, and community.

2018-2019 Board of Directors

| Name | Email | Teacher File # | Board Position | Board Seat | Term |
|----------------|---------------------------------------|-----------------------|-----------------------|-------------------|--------------------|
| Javed Mohammad | <i>jmohammad@snacharterschool.org</i> | | <i>President</i> | <i>Parent</i> | 7/1/17 – 6/30/2020 |
| Ahmed Abuatieh | <i>aabuatieh@snacharterschool.org</i> | | <i>Member</i> | <i>Community</i> | 7/1/17 – 6/30/2020 |
| Abdul Khadeer | <i>Akhadeer@snacharterschool.org</i> | | <i>Vice President</i> | <i>Community</i> | 7/1/17 – 6/30/2020 |
| Abdul Ahmed | <i>aahmed@snacharterschool.org</i> | | <i>Member</i> | <i>Community</i> | 7/1/17 – 6/30/2020 |
| Mohamed Omar | <i>momar@snacharterschool.org</i> | | <i>Member</i> | <i>Community</i> | 7/1/17 – 6/30/2020 |
| Kathryn Martin | <i>kmartin@snacharterschool.org</i> | 495707 | <i>Secretary</i> | <i>Teacher</i> | 7/1/17 – 6/30/2020 |

IV. STAFFING

CERTIFIED STAFF

| Name | File/Folder # | Position | Years at SNA |
|--------------------|----------------------|-------------------------------|---------------------|
| Meaghan Kaufenburg | 488555 | KG teacher | 3 |
| Crystal King | 495932 | 1 st grade teacher | 3 |
| Miranda Crockett | 491440 | 2 nd grade teacher | 4 |
| Keely Dutcher | 502282 | 3 rd grade teacher | 2 |

| | | | |
|---------------------|--------|-------------------------------|---|
| Rachel Paulsen | 489898 | 4 th grade teacher | 1 |
| Elizabeth Stadtherr | 503731 | 5 th grade teacher | 1 |
| Kathryn Martin | 495707 | MS Social Studies | 3 |
| Michelle Larson | 501557 | MS ELA | 2 |
| Katie Hunt | 495707 | SPED | 1 |
| Tammy Hoffmann | 449125 | SPED | 2 |
| Alicean Caskey | 375263 | ESL | 3 |
| James Harnett | 466911 | PE | 4 |
| Saba AlShaeer | 510999 | Arabic Teacher | 1 |
| Laura Montray | 320779 | RTI | 1 |
| Justine Cox | 476253 | MS Math | 5 |
| Kelly Larson | 502519 | MS Science | 2 |
| Dawn Madland | | Principal | 1 |

NON-CERTIFIED STAFF

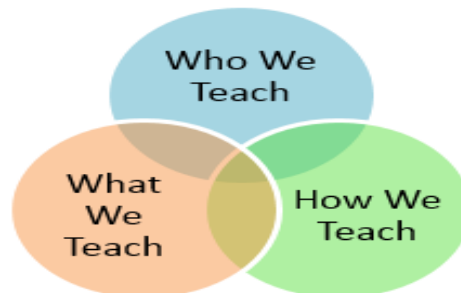
| | | |
|-----------------|--------------------|---|
| Walid Kandil | Office Manager | 5 |
| Lulzim Ajxizj | Operations Manager | 5 |
| Mahmoud Elgendy | SPED Para | 3 |
| Tienna Brenn | SPED Para | 1 |

Licensed teacher turnover rate:

2018-2019 = 4 *licensed staff did not return.*

Staff Development

The theme for staff professional development of 2018-2019 school year was the intersection of the following.



This framework created the structure for in-service trainings, PLC meetings and personal professional development plans that all staff created as a means to grow professionally. During the August pre-service, in the area of “How we Teach” we had sessions on differentiation, building academic vocabulary and writing strong learning objectives. For “What we Teach” we had sessions on

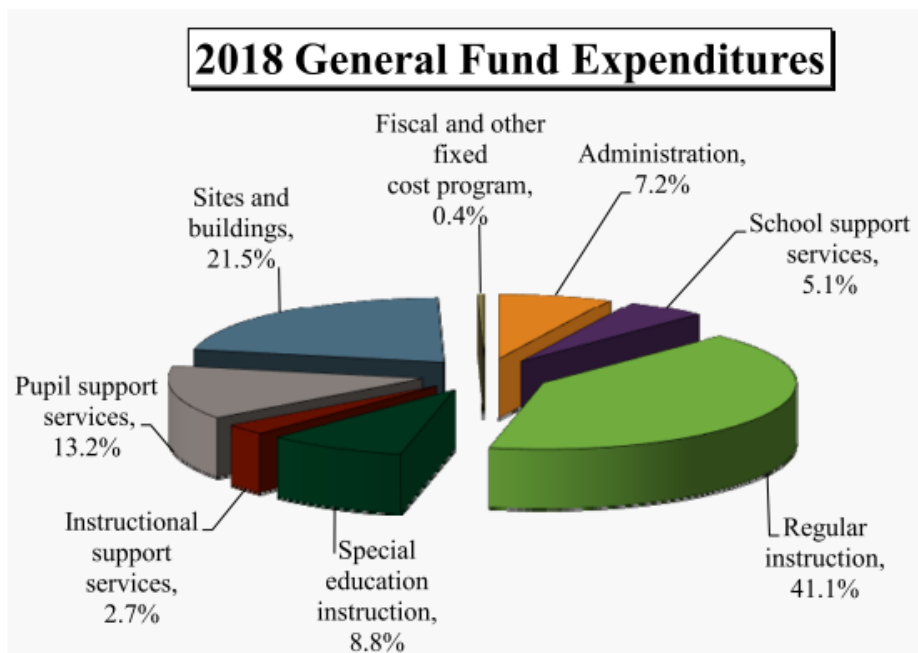
unpacking standards and mapping curriculum. We spent time learning about using “Root Cause Analysis” to confirm that our curriculum was in line with our standards and student outcomes. Finally, for “Who we Teach”, we had sessions on Building a Strong School Culture, by Doug Anderson, PhD, serving ELL students across the curriculum by Dr. Amy Hewett-Olatunde, and Special Education and FERPA regulations.

We also used Professional Development money to learn more about social and emotional learning with students which has been particularly important as Star of the North Academy experiences students enrolling with increasing needs, such as those related to having no prior formal schooling. We will be using a curriculum with all students in the upcoming school year to create continuity around social/emotional learning. This curriculum is used to create a positive culture for students and staff.

V. FINANCES

BerganKDV audited the school in August of 2018 after the finish of the 4th year of operation. According to the auditor’s report, there were no control deficiencies, clean report in internal controls, and no material weaknesses. The audit reports were presented and approved by SNA Board and are submitted to Minnesota Department of Education (MDE) and the Office of State Auditor.

The pie chart below illustrates the breakdown of 2018 General Fund expenditures by program.



The chart below presents the General Fund operations for the past four years. Fund balance decreased from \$325,933 at June 30, 2017, to \$242,431 at June 30, 2018.

| For the Year Ended June 30, | 2015 | 2016 | 2017 | 2018 |
|---|------------------|-------------------|-------------------|-------------------|
| Revenues | \$ 1,328,569 | \$ 1,503,755 | \$ 1,851,877 | \$ 1,661,867 |
| Expenditures | 1,275,121 | 1,415,534 | 1,667,613 | 1,745,369 |
| Excess of revenues over (under) expenditures | 53,448 | 88,221 | 184,264 | (83,502) |
| Fund balance, July 1 | - | 53,448 | 141,669 | 325,933 |
| Fund Balance, June 30 | \$ 53,448 | \$ 141,669 | \$ 325,933 | \$ 242,431 |
| Fund Balance as a Percentage of Expenditures | 4% | 10% | 20% | 14% |

VI. ACADEMIC PROGRESS

The following section is the World’s Best Workforce Summary Report which is in a format and includes information to meet state reporting requirements.

WORLD’S BEST WORKFORCE SUMMARY REPORT-2018-2019

2018-19 World’s Best Workforce (WBWF) Summary

Charter Name: Star of the North Academy

Grades Served: K-8

WBWF Contact: Dawn Madland

Phone: 763-450-5561

Title: Principal

Email: dmadland@snacharterschool.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes **No**

Annual Report

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

- 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.

The Annual Report can be found at this link: www.snacharterschool.org

Annual Public Meeting

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

October 16, 2019

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.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

| | |
|---------------------|---------------------|
| Miranda Crockett | Teacher |
| Elizabeth Stadtherr | Teacher |
| Walid Kandil | Support Staff |
| Lulya Al-Tamini | Community Resident |
| Baquar Khan | Parent |
| Kin Ibrahim | Parent |
| Javed Mohamad | Parent/board member |
| Ghaleb Qassem | Parent |
| Samir Mohamed | Student |
| Janna Elshirbini | Student |

Equitable Access to Excellent and Diverse Educators

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.

Respond to the questions below. Limit response to 400 words.

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

How did the district examine equitable access data? What data did you look at? How frequently do you review the data? We look at student demographic data. Our staff turnover has been in subject areas where it is hard to find teachers. At the end of each year, when we begin the hiring process for the next year.

- Who was included in conversations to review equitable access data? **Staff, parents and board members have been included in this conversation. We reached out to these**

groups to spread the word that we were seeking applications when openings came about.

- What equitable access gaps has the district found? **There is a gap between the ethnic and racial background between the staff and students.**
- What are the root causes contributing to your equitable access gaps? **It is very challenging to get qualified applicants to the open positions we post.**
- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? **Star of the North Academy (SNA) is a charter school and it has only one site. SNA has one class for each grade level. Since SNA is a very small school and the enrollment is low, according to the budget and qualifications of the teachers, SNA strives to hire the most experienced teachers who serve all students in the grade level that the position is available.**
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps? **Our goal is to hire 4, which would be 50% of the required number of staff to represent our students equitably by the start of the 2021-2022 school year.**

WBWF also 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. Limit your response to 400 words.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? **51% of our students are African American and our staff does not reflect this.**
 - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? **We would to hire 8 additional African American staff to have 50% represent our student population. We have one staff member that represents this group.**
 - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? **We are unable to get qualified staff to apply.**
 - 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? **In order to try and hire a teacher of color, we reached out to community members, families and universities when we had openings but did not receive applicants. We broadened our search for qualified applicants by joining "Handshake" a college graduate recruiting tool and the Indeed hiring platform. Our goal is to hire 4, which would be 50% of the required number of staff to represent our students equitably by the start of the 2021-2022 school year.**

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

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 |
|------|--------|-------------|
|------|--------|-------------|

| Goal | Result | Goal Status |
|--|--|--|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>At least 70 percent of kindergarten students will demonstrate readiness for 1st grade by reaching a RIT score of 159 in the combined FY 2014-FY 2019 based on Early Math Criteria on the NWEA.</p> <p>At least 60-69 percent of kindergarten students will demonstrate readiness for 1st grade by reaching a RIT score of 158 in the combined FY 2014-FY 2019. 2019 based on Early Math Criteria on the NWEA.</p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The 2014-2019 combined average NWEA MAP for Primary- early math criteria rate is 74.07%.</p> <p>The 2014-2019 combined average NWEA MAP for Primary- early reading criteria rate is 62.96%.</p> | <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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> |

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? **We used the growth norms from NWEA MAP test. This data is not disaggregated by student groups.**
 - What strategies are in place to support this goal area? **We do a screening to see the level of school readiness and make sure students are receiving instruction at the appropriate level. We have a Reading Corps tutor to work with kindergarten students. Our Title I teacher supports kindergarten students who are below grade level. We have implemented and using with fidelity the Reading Master Early Literacy program for Houghton Mifflin.**
 - How well are you implementing your strategies? **Teachers in grades K-2 meet as a PLC to discuss implementation strategies. The principal does classroom walkthroughs to observe our reading and strategies. We have 3 data analysis days at the end of the first three quarters where teachers and administrator analyze student progress.**
 - How do you know whether it is or is not helping you make progress toward your goal? **Teachers are doing weekly quizzes to analyze students' growth. Frequent progress monitoring is being done by Reading Corps and RTI instructors. We will do a winter FastBridge benchmark test and another one in the spring.**

All Students in Third Grade Achieving Grade-Level Literacy

| Goal | Result | Goal Status |
|------|--------|-------------|
|------|--------|-------------|

| Goal | Result | Goal Status |
|---|--|--|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Each year, including 2018-19, at least 70% of the 3rd students are proficient in the cumulative COMPs. Proficiency is calculated by achieving a score of 70 or above.</p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>In the spring of 2019, 75% of the 3rd students are proficient in the cumulative school created COMPs. Proficiency is calculated by achieving a score of 70 or above.</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 checked="" 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><input type="checkbox"/> District/charter does not enroll students in grade 3</p> |

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? **We use a combination of NWEA as a universal screener to identify students in need of reading intervention, teacher generated assessments based on our standards based pacing guide and when necessary, Fast Bridge progress monitoring when identified students are working with our reading intervention teacher.**
- What strategies are in place to support this goal area? **We have increased reading supports by incorporating more tier 1 in class interventions through small groups and leveled readers. Students in grade K-2 have a consistent early literacy curriculum and instruction using Reading Mastery.**
- How well are you implementing your strategies? **Students who have been with us since kindergarten have had 3 years of this program before 3rd grade and their reading levels are higher than students who just came to us. The percent of students who met their reading growth target during the 2018-2019 school year was 65% as measured by NEWA, compared to only 48% meeting their growth target in the 2017-2018 school year.**
- How do you know whether it is or is not helping you make progress toward your goal? **In 2018-2019, we were in the 91 percentile for making school conditional growth compared with being in the 33 percentile for the 2017-2018 year.**

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|--|---|---|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>In the combined FY 2014-FY 2019, the percentage of students whose families meet guidelines for free and reduced meals who are proficient on the MCA math test at Star of the North Academy will be higher than the state average. The logic is that to accelerate the learning of these students, their results will need to exceed the state average (be higher than the statewide average proficiency for the students whose families meet guidelines for free/reduced meals).</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>In the combined FY 2014-FY 2019, 57.58% of students whose families meet guidelines for free/reduced meals scored proficient on the Mathematics MCAs compared to 41.66% statewide,</i></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 checked="" 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> |

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? **We used MCA data and demographic data posted by the Minnesota School Report Card. We use a combination of NWEA as a universal screener to identify students in need of math intervention, teacher generated assessments based on our standards based pacing guide.**
- What strategies are in place to support this goal area? **Students receive small group instruction in the classroom and when possible with our Title 1 intervention teacher. As part of our academic vocabulary focus, emphasizing math vocabulary is crucial to help bridge the gap that many of our students have with limited language acquisition. We use on line curricular programs, IXL and Freckle to help students strengthen basic math skills to better help them with standards based math. They are able to use these programs outside of school.**
- How well are you implementing your strategies? **Teachers have received professional development on small group instruction and tier 1 classroom interventions, particularly around building academic vocabulary.**
- How do you know whether it is or is not helping you make progress toward your goal? **We know this is helping because of the number of students who are meeting their NWEA math growth goals which is moving them towards proficiency on the MCA.**

All Students Career- and College-Ready by Graduation

| Goal | Result | Goal Status |
|--|--|---|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Meet or exceed National Growth Norms –Students Below Grade Level Making High Growth</p> <p>Goal:</p> <p><i>In the combined FY 2014-FY 2019, more than 50 percent of students below grade level will make their NWEA expected growth target (national average) in both math and reading.</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>Result based on NWEA:</i></p> <p><i>Math: The combined FY2014-2019 percent of students below grade level meeting their NWEA MAP Fall-Spring math target is 54.49%. This exceeds the national average of 50%.</i></p> <p><i>Reading: The combined FY2014-2019 percent of students below grade level meeting their NWEA MAP Fall-Spring math target is 58.14%. This exceeds the national average of 50%.</i></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 checked="" 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> |

Narrative is required; 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? **NWEA test growth reports from Fall to Spring test sessions.**
- What strategies are in place to support this goal area? **Teachers met in PLC to analyze the connection between NWEA strand data, the correlation to our pacing guide and the ways teachers are tracking student progress in areas of growth. Teachers received professional development in building academic vocabulary and hands on math activities to engage more learners. Two staff were sent to a literacy conference and two were sent to the state math teacher’s conference. Our Reading Corps and Title 1 teachers work with qualifying students.**
- How well are you implementing your strategies? **Teachers give each other feedback on these strategies through peer observations and protocols in PLC meetings. The principal looks for strategies and provides teachers with feedback on DOK and rigor to challenge students to make more growth.**
- How do you know whether it is or is not helping you make progress toward your goal? **We do weekly quizzes, daily exit tickets and checks for understanding and NWEA testing 3 times a year.**

All Students Graduate

| Goal | Result | Goal Status |
|---|---|---|
| <p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>N/A we are a K-8 school</i></p> | <p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></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> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p> |

VII. OPERATIONAL PERFORMANCE

Star of the North Academy earned 100% of possible points earned in the NEO Performance Framework in the Operational Performance Section. We earned an exemplary rating in being “compliant with contract and statute”.

Parent Survey

Each spring, Star of the North Academy (SNA) distributes a parent/family engagement and satisfaction survey to parents/guardians of SNA students. SNA families had 84% participation in the survey.

We had 65 surveys returned as of May 6. (84% of families) The responses are overwhelmingly positive.

| Question | Strongly Agree/Agree | Disagree/Strongly Disagree | |
|--|----------------------|----------------------------|-----|
| 1. I am satisfied with my child’s education at Star of the North Academy | 63 | 2 | 98% |
| 2. The teachers care about my child | 61 | 3 | 96% |
| 3. My child likes school | 60 | 5 | 95% |
| 4. The academic standards at SNA are rigorous | 60 | 4 | 95% |
| 5. I am satisfied with the amount and type of homework given at SNA | 59 | 5 | 93% |
| 6. The school environment is safe | 62 | 3 | 98% |
| 7. I am happy with the school bus arrangements for my child | 50 | 14 | 79% |

| | | | |
|--|----|---|------|
| 8. I am satisfied with the school administration | 63 | 2 | 100% |
| 9. I would recommend SNA to other families | 55 | 2 | 87% |



Community & Parent Opportunities

There are many opportunities for parents and community members to visit and participate in events at Star of the North Academy. We hold regular activities such as Culture Night where all families come together to celebrate with food, music and dancing all of the diversity that makes us such a unique community. Students Success night is an opportunity for parents to come to school and experience what their child's day is like and what they can do at home to help with academic success. DEAR Reading Day celebrates the love and importance of reading. Parents are invited to come to our "reading party." Our Science Fair where parents and community members, who work in the STEM field provided feedback and "judging" to projects. One of the most highly anticipated event of the year is our annual school snow tubing trip to Wild Mountain. Many parents join student and staff on this adventure. Parents are always welcome to visit in classrooms, eat lunch with students, and attend our assemblies and graduation ceremonies.

VIII. INNOVATIVE PRACTICES

SNA's innovative practice is to stay mission focused and driven to implement what was agreed to in the school's contract with its authorizer. That consists of providing an Arabic Language Program. We currently have 5 different home languages spoken and strive to value all of these language as our students become more multilingual. We have high parent engagement and a safe learning environment. In addition, a focus on development of a positive school culture/climate, as outlined by our school's core values, provides students and staff with a road map to achieve both academic and personal success.

SNA has developed a strong school culture by implementing the following components:

- A schoolwide set of routines and rituals that allow for optimal learning
- A common schoolwide discipline plan based on the principles of PBIS
- Student and Staff core values to ensure that everyone try's their best, does their best and achieves their best.
- Monthly school assemblies for students and parents where behavior and academic successes are celebrated.

- Early literacy program for primary grades that allows for instruction to take place at the students’ level.
- Small intervention groups in both reading and math to help fill in the gaps in learning that students might have that is preventing them from obtaining grade level success.

IX. FUTURE PLANS

The groundwork for creating a Gifted and Talented program was started in the spring of 2018. We will start fully implementing this during the 2019-2020 school year. In order to help students in middle school have more autonomy and become better prepared for high school, we will emphasize career and college readiness. Students in 8th grade will take the Pre-ACT in the fall of 2019 and will visit two college campuses. We will hire a Student Success Coordinator/K-12 guidance counselor who will work with families and students to choose the best high school options for when they leave SNA. We have a goal to assist the transition into high school as smoothly as possible. The 2019-2020 school year will have are largest class of 8th graders “graduating” from our school and we want them to leave us as prepared as possible. To foster more autonomy and responsibility, we will be using a “Bus Patrol” system where select middle school students will assist with bus behavior and safety. We will create an Honor Roll program for middle school and allow for more flexibility with the dress code for middle school. Our school success coordinator will facilitate a “Student Ambassador” group that will help welcome new students to our campus and serve as a variation of a student council. We are taking the feedback from parents about using our “outdoor” space to do more environmental education. We applied for a grant to create a vegetable garden and have networked with various Anoka County resources to enhance or recycling and environmental education offerings.

The Star of the North Academy School Board conducts strategic planning. Currently, Star of North Academy is exploring the expansion and relocation of the school to respond to family input and demand for shorter days for elementary students and less travel time on the bus, as well as more space for the learning program. The current location does not provide enough space to adequately meet enrollment demands and creates difficulty with transportation and enrollment which limits resources. These factors constrain the school in developing a K-12 program.

X. BOARD TRAINING

The SNA school board received the following board training during the 2018-2019 school year.

| Date | Topic |
|-------------------|---|
| September 6, 2018 | Minnesota’s New North Star Report and Accountability System |
| December 12, 2018 | Special Education Funding, INDIGO SPED Finance Director |
| April 18, 2019 | NEO Performance Framework |

XI. PRINCIPAL'S PROFESSIONAL DEVELOPMENT PLAN

The principal has extensive experience in charter school administration. Ms. Madland has worked in various charter and public alternative schools to create learning environments where the learning needs of each individual child can be met. Through rigorous instruction, the use of data to increase student growth and by developing highly skilled teachers, she has been able to provide families with viable learning options for their children.

This past year, the principal's professional development plan included the following.

1. Support the staff both professionally and personally to enhance their professional performance and growth through the quality of feedback provided to them during formal and informal observation cycles.
2. Increase communication with all stakeholders of Star of the North Academy.
3. Work closely with the administrative team, teachers and parents to promote academic growth.
4. Collaborate with the Board of Directors to strategically plan for the future of Star of the North Academy.
5. Work collaboratively with the administrative team members in monitoring the budget and exercising financial responsibility.
6. The principal attended workshops on: charter school leadership, building school culture, legal frameworks for student discipline, special education financing, assessment and educational technology.

We are submitting our Annual Report to our authorizer- Novation Educational Opportunities (NEO). We are grateful to the trust our families and the SNA community have placed in us to deliver a program of excellence to the students of the Star of the North Academy. We continue to strive to become the premier charter school in the north metro. By creating quality programming, innovative instruction and a commitment to meeting the needs of the whole learner, we fully believe we can achieve this status. We look forward to the opportunities for growth and enhanced success as we continue our partnership with NEO.