



**2021-2022 Annual Report  
and World's Best Workforce  
Report**

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## **I. Mission, Vision, and Core Convictions:**

### **Our Mission:**

Northeast College Prep will ensure strong academic, social-emotional, and talent development in every member of its diverse student body, thereby positioning each student for college graduation, career success, and positive community impact.

### **Our Vision:**

1. **Northeast College Prep students will be empowered** with strong academic skills and knowledge, social and emotional intelligence, deeply-developed personal talents, commitment to the common good, on-going support from the NECP community, and a deep love of learning.
2. **Northeast College Prep graduates will thrive** in the local, national, and international community in a wide range of professional fields.
3. **Northeast College Prep's success will serve as a proof-point** that all students, regardless of background, flourish when a school's entire staff deeply believes in the potential and fully commits to the success of each and every one.

### **Our Core Convictions:**

1. All children have the potential for greatness within them.
2. Healthy childhood development requires strong academic, social-emotional, and personal talent development.
3. Strong academic development must be demonstrable through objective measures.
4. In all areas of childhood development, not everything that matters can be measured objectively.
5. Diversity enriches our experience and makes us better prepared for an increasingly complex world.
6. A long-term commitment between staff members to develop and support one another deepens a school's positive impact on its students and its community.
7. A child's education occurs amidst a partnership between the school and the family; a strong partnership increases the odds of a child's long-term success.
8. The clearest path to becoming a great school is to learn from great models.

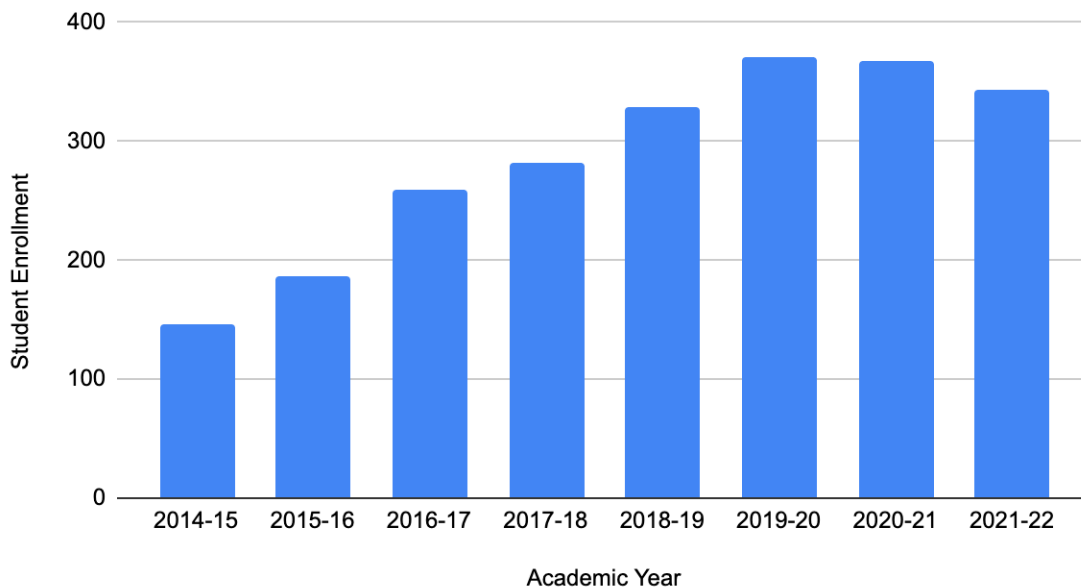
## **II. Student Enrollment, Attendance and Demographics:**

### **Student Enrollment:**

NECP's enrollment was steadily increasing prior to the COVID pandemic by providing high quality instruction within a rigorous curriculum. As the pandemic continued and schools across the metro and county were forced to close schools and move to online or asynchronous instruction, many students were displaced and/or disengaged from the educational process. As a result, public schools in the metro and across the country began losing students and this occurred at NECP as well. During the pandemic, and continuing through the 2021-22 school year our enrollment numbers decreased slightly.

NECP is now a K-8 school and within the next couple of years, we would like to add a Pre-K program. This will require remodeling our current building to allow for the anticipated increase in our student population.

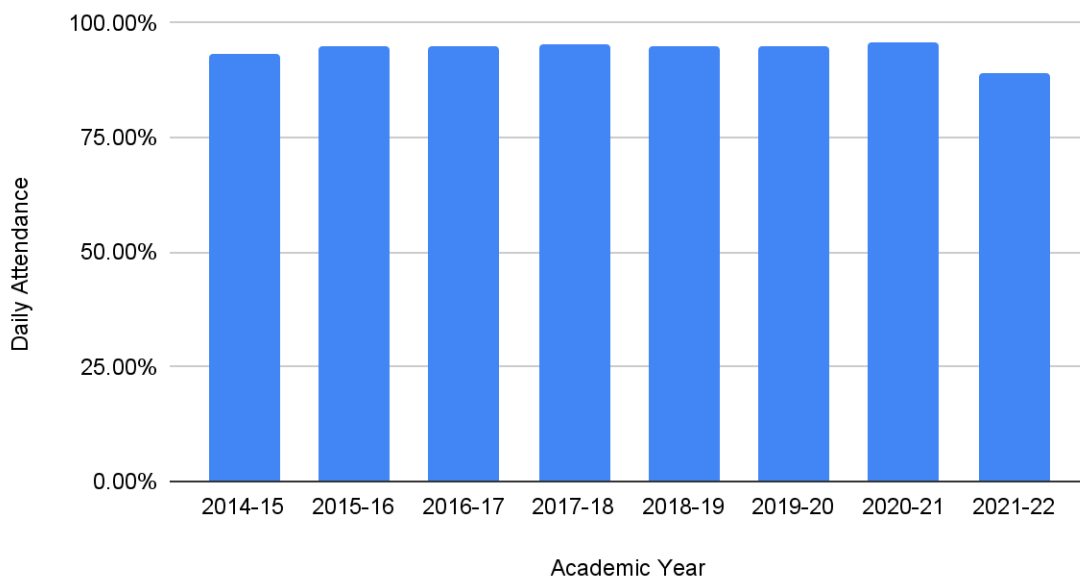
**Student Enrollment vs. Academic Year**



### Student Attendance:

In the Student Achievement Minnesota (SAM) contract with our Authorizer, NECP has an attendance goal of 95%. We did not hit that goal in our first year, but we did in years two, three, and four. Our attendance percentage dropped during the 2018-19 school year to 94.8 percent, which was down from 95.3 percent during the 2017-18 school year. In 2019-20, our attendance percentage bumped back up to 95.1% and increased again to 95.8% during the 2020-21 school year. NECP's attendance rate declined during the 2021-22 school year largely in part to the state adopting COVID Protocols that were recommended by the Centers for Disease Control and Prevention (CDC). During this time, our attendance rate dropped to an all-time low of 88.9% due to students having to quarantine at home if they had COVID or displayed symptoms.

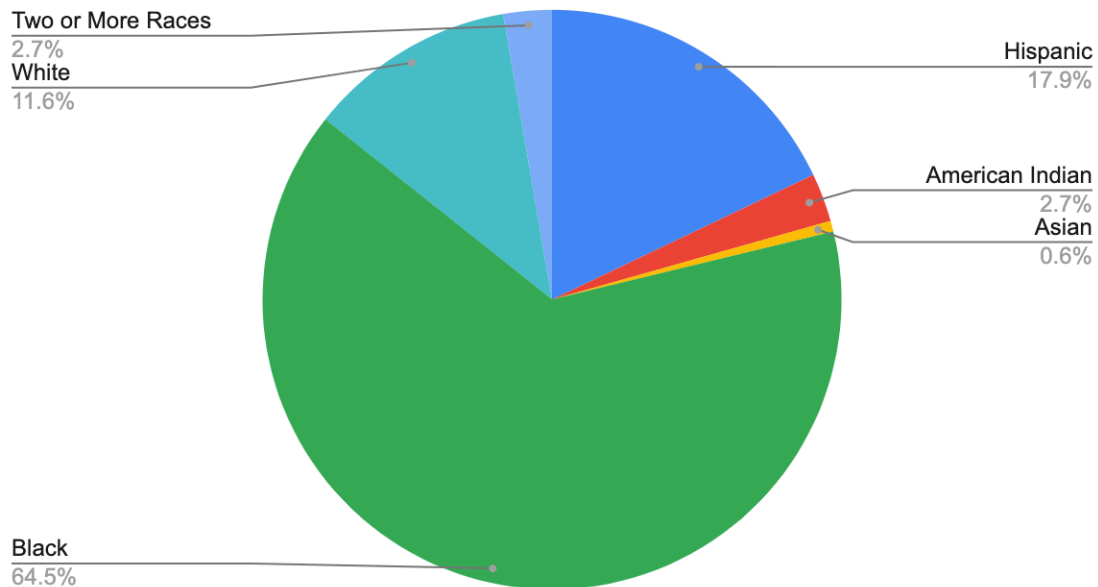
Daily Attendance vs. Academic Year



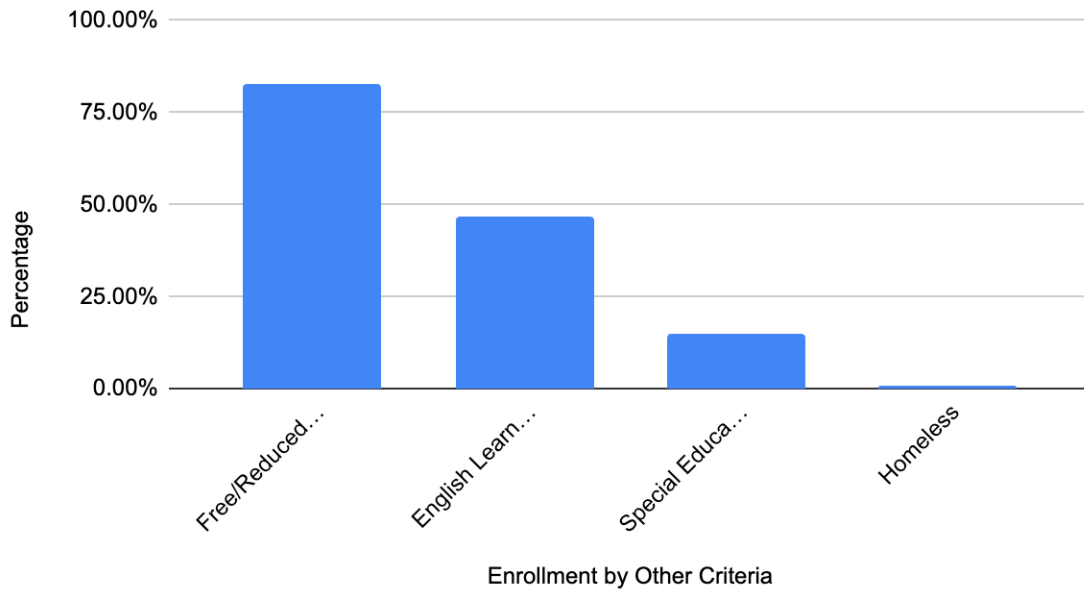
## Student Demographics:

Northeast College Prep is an integrated school, by design, where staff speak English, Spanish, Arabic, Somali, and Hmong. In addition our students and families speak 14 different primary languages, which enriches our learning community. 64.5% of our students identify their race as Black or African American and within that group, the largest majority of students are of Somali heritage, followed by African-American (or Black American), Oromo, and West African. Within the group that identifies as White, which was 11.6% of the student body in 2021-22, 90% of those families are from the Middle East or North Africa. 17.9% of our students identify as Hispanic, and those families originally come primarily from Ecuador or Mexico. 59% of our students live in the city of Minneapolis, with just under half of the Minneapolis residents living in our home of Northeast Minneapolis, and other large contingents from North and South Minneapolis. Our non-Minneapolis residents are concentrated primarily in Columbia Heights, but large and growing groups of students live in Brooklyn Park/Brooklyn Center, and Fridley. The demographic diversity of our student population continued to grow.

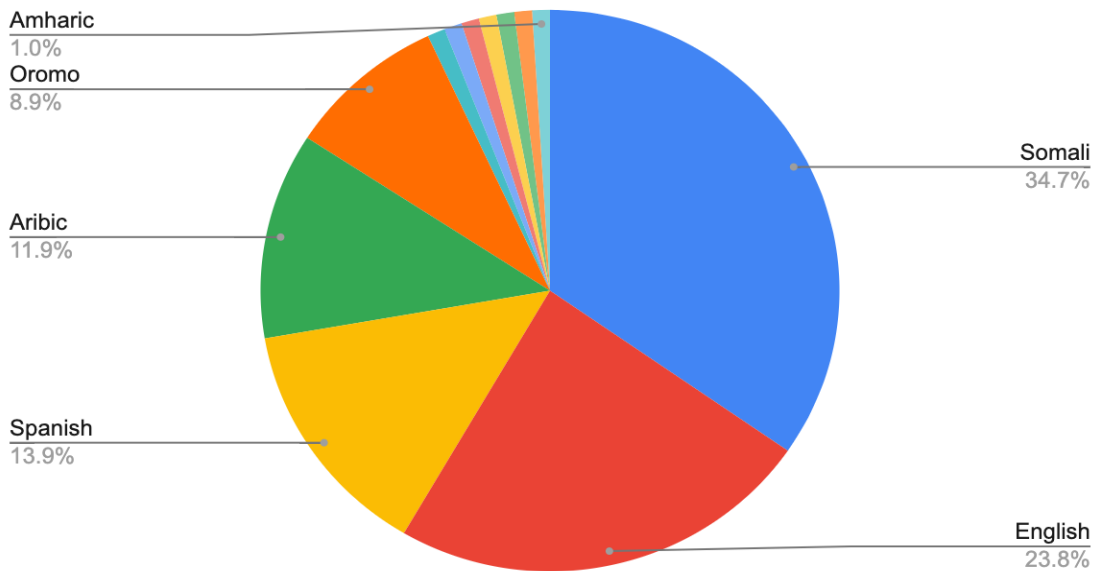
### Race/Ethnicity Percentage



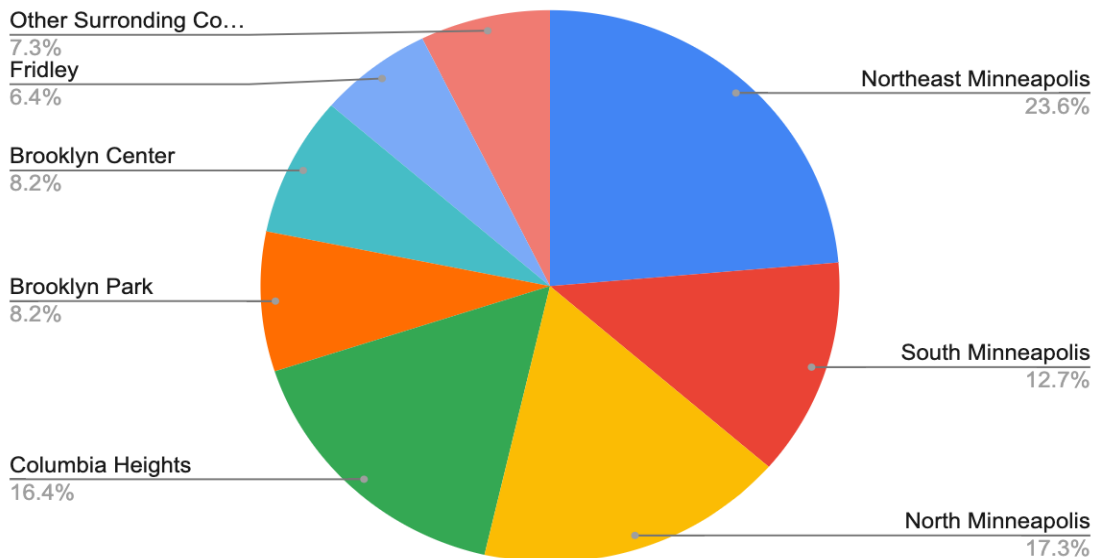
### Percentage vs. Enrollment by Other Criteria



### Student Demographics: Primary Home Language



## Student Demographics: Where Students Live



### **III. Student Attrition:**

From the end of the 2021-2022 school year to the start of the 2022-2023 school year we were able to determine the following data on student attrition/retention:

- Students who finished the 2021-2022 school year: 343
- 8<sup>th</sup> graders who graduated in 2021-2022 school year: 28
- Current 2022-2023 enrollment: 379
- Students who are new to the school for the 2022-2023 school year: 92 (40 in Kindergarten)
- Students who returned for the 2022-2023 school year: 287
- Students who did NOT return for the 2022-2023 school year: 64 (this number does not include 8<sup>th</sup> graders who graduated in 2022)
- Percentage of students who returned: 82%
- Percentage of students who did *not* return (2022-2023 attrition rate): 18%
- 2022-23 attrition rate: 18.0%
- 2021-22 attrition rate: 16.0%
- 2020-21 attrition rate: 13.3%
- 2019-20 attrition rate: 24.3%
- 2018-19 attrition rate: 14.7%
- 2017-18 attrition rate: 15.0%
- 2016-17 attrition rate: 16.8%
- 2015-16 attrition rate: 22.8%

In our Authorizer Contract with Student Achievement Minnesota, No lower than 80 percent student retention (continuous enrollment) is a goal in our authorizer contract. During the 2021-2022, we were able to meet this goal.



#### **IV. Governance and Management/Administration:**

Board Elections were held in June of 2022. Bill Graves, Community Representative and Andrea Wenker, Teacher Representative stepped down from their position following the 2021-2022 academic school year. This election resulted in the addition of two new board members, Jessica Intermil, Parent Representative and Tyler Burkhardt, Community Representative. This additions left our board with the following composition:

Richard Nazarian - Board Chair

[ranazarian@gmail.com](mailto:ranazarian@gmail.com)

612-868-7892

Board Member: September 2021 to present

Jessica Waletski – Board Parent Representative

[jmwalet1@hotmail.com](mailto:jmwalet1@hotmail.com)

763-607-4685

Board Member: June 2017 to present

Joanna Schneider – Board Secretary, Teacher Representative

[boardchair@northeastcollegeprep.org](mailto:boardchair@northeastcollegeprep.org)

715-212-8406

Board Member: September 2014 to present

Josh Crosson – Board Governance Committee Chair, Community Representative

[jcrosson@edalliesmn.org](mailto:jcrosson@edalliesmn.org)

202-957-2677

Board Member: June 2019 to present

Erica Ahlgren – Board Member, Community Representative

[ericaahlgren@gmail.com](mailto:ericaahlgren@gmail.com)

320-279-2750

Board Member: June 2021 to present

Tyler Burkhardt - Board Member, Community Representative

[tyler.burkhardt46@gmail.com](mailto:tyler.burkhardt46@gmail.com)

952-451-5445

Board Member: June 2022 to present

Jessica Intermill - Board Member, Parent Representative

[jintermill@gmail.com](mailto:jintermill@gmail.com)

651-324-2838

Board Member: June 2022 to present

Bill Graves – Finance Committee Chair, Community Member

[boardgovernance@northeastcollegeprep.org](mailto:boardgovernance@northeastcollegeprep.org)

612-743-5879

Board Member: June 2016 to June 2022

Andrea Wenker- Board Member, Teacher Representative

[awenker@northeastcollegeprep.org](mailto:awenker@northeastcollegeprep.org)

612-248-8240

Board Member: September 2021 to June 2022

The board members bring a wide range of skills and experiences, including financial, fundraising, marketing, teaching, school leadership, and previous charter school board experience.

### **V. Board Member Training:**

Our board members continue to take advantage of charter school board training opportunities in order to better equip themselves to perform the duties of a high quality charter school board. Over the 2021-22 school year, the following board training sessions were attended by board members:

- Board Role in Budget Development, offered by Great MN Schools
- What School Boards Should Know about Special Education, offered by CharterSource
- Understanding Student Data – NWEA MAP, offered by CharterSource
- Understanding Student Data – MCA, offered by CharterSource
- Crisis Management and Communication, offered by CharterSource
- Reimagining Governance: Committing to Equity in Uncertain Times, offered by Education Board Partners
- Board Chair Governance, offered by Great MN Schools
- New Board Chair Orientation Series, offered by CharterSource

### **VI. Staffing:**

|   | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21                          | 2021-22 |
|---|---------|---------|---------|---------|----------------------------------|---------|
| Kindergarten                            | 3       | 2       | 2       | 2       | 2                                | 2       |
| 1 <sup>st</sup> Grade                   | 2       | 2       | 2       | 2       | 2                                | 2       |
| 2 <sup>nd</sup> Grade                   | 2       | 2       | 2       | 2       | 2                                | 2       |
| 3 <sup>rd</sup> Grade                   | 2       | 2       | 2       | 2       | 2                                | 2       |
| 4 <sup>th</sup> Grade                   | 2       | 2       | 2       | 2       | 2                                | 2       |
| 5 <sup>th</sup> Grade                   | 2       | 2       | 2       | 2       | 3 for 5-6 <sup>th</sup><br>grade | 2       |
| 6 <sup>th</sup> Grade                   | 0       | 2       | 2       | 2       |                                  | 2       |
| 7 <sup>th</sup> – 8 <sup>th</sup> Grade | 0       | 0       | 1       | 3       | 3                                | 3       |
| Physical Education                      | 1       | 1       | 1       | 1       | 0                                | 1       |

|  | 2016-17                          | 2017-18 | 2018-19                             | 2019-20                 | 2020-21                          | 2021-22 |
|--|----------------------------------|---------|-------------------------------------|-------------------------|----------------------------------|---------|
| Kindergarten                               | 3                                | 2       | 2                                   | 2                       | 2                                | 2       |
| 1 <sup>st</sup> Grade                      | 2                                | 2       | 2                                   | 2                       | 2                                | 2       |
| 2 <sup>nd</sup> Grade                      | 2                                | 2       | 2                                   | 2                       | 2                                | 2       |
| 3 <sup>rd</sup> Grade                      | 2                                | 2       | 2                                   | 2                       | 2                                | 2       |
| 4 <sup>th</sup> Grade                      | 2                                | 2       | 2                                   | 2                       | 2                                | 2       |
| 5 <sup>th</sup> Grade                      | 2                                | 2       | 2                                   | 2                       | 3 for 5-6 <sup>th</sup><br>grade | 2       |
| 6 <sup>th</sup> Grade                      | 0                                | 2       | 2                                   | 2                       |                                  | 2       |
| 7 <sup>th</sup> - 8 <sup>th</sup> Grade    | 0                                | 0       | 1                                   | 3                       | 3                                | 3       |
| Spanish                                    | 1                                | 1       | 1 (replaced<br>by STEM<br>mid-year) | 1 (left in<br>November) | 1                                | 1       |
| Arabic                                     | 1                                | 1       | 1                                   | 1                       | 1                                | 1       |
| Art  | 1                                | 1       | 0                                   | 1                       | 1                                | 1       |
| Music                                      | 0                                | 0       | 1                                   | 1                       | 1                                | 1       |
| ESL  | 2                                | 2       | 3                                   | 1.3                     | 3                                | 3       |
| Academic<br>Intervention                   | 2                                | 2       | 2.3                                 | 2                       | 2                                | 2       |
| SPED Teachers                              | 3 (1 added<br>Nov. 2016)         | 3.5     | 3.5                                 | 5.5                     | 6                                | 5.5     |
| SPED<br>Paraprofessionals                  | 7.67 (2.67<br>added<br>mid-year) | 10      | 10                                  | 11.5                    | 13                               | 13      |
| Office Manager                             | 1                                | 1       | 1                                   | 1                       | 1                                | 1       |
| Director                                   | 1                                | 1       | 1                                   | 1                       | 1                                | 1       |
| Assistant Director                         | 1                                | 1       | 1                                   | 1                       | 1                                | 1       |
| Academic<br>Interventions<br>Coordinator   | 1                                | 1       | 0.7                                 | 0                       | 0                                | 0       |
| Dean of Students                           | 1                                | 1       | 1                                   | 1                       | 1                                | 0.5     |
| Curriculum &<br>Instruction<br>Coordinator | 0                                | 0       | 1                                   | 0                       | 1                                | 1       |
| Instructional<br>Coach                     | 0                                | 0       | 0                                   | 3                       | 2                                | 0       |
| Principal<br>(Instructional<br>focused)    | 0                                | 0       | 0                                   | 0                       | 0                                | 2       |
| Talent<br>Development<br>Coordinator       | 0                                | 0       | 1                                   | 0                       | 0                                | .5      |
| Office<br>Assistant/Outreach/<br>Kitchen   | 3                                | 4       | 4.5                                 | 4.5                     | 5                                | 5       |
| Operations<br>Coordinator                  | 0                                | 1       | 1                                   | 1                       | 0                                | 1       |
| Social Worker                              | 0.5                              | 1       | 1                                   | 1                       | 1                                | 1       |

|   | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21                          | 2021-22 |
|---|---------|---------|---------|---------|----------------------------------|---------|
| Kindergarten                            | 3       | 2       | 2       | 2       | 2                                | 2       |
| 1 <sup>st</sup> Grade                   | 2       | 2       | 2       | 2       | 2                                | 2       |
| 2 <sup>nd</sup> Grade                   | 2       | 2       | 2       | 2       | 2                                | 2       |
| 3 <sup>rd</sup> Grade                   | 2       | 2       | 2       | 2       | 2                                | 2       |
| 4 <sup>th</sup> Grade                   | 2       | 2       | 2       | 2       | 2                                | 2       |
| 5 <sup>th</sup> Grade                   | 2       | 2       | 2       | 2       | 3 for 5-6 <sup>th</sup><br>grade | 2       |
| 6 <sup>th</sup> Grade                   | 0       | 2       | 2       | 2       |                                  | 2       |
| 7 <sup>th</sup> - 8 <sup>th</sup> Grade | 0       | 0       | 1       | 3       | 3                                | 3       |
| Custodial                               | 1       | 1       | 1       | 1       | 1                                | 1       |
| Total FTE                               | 41.17   | 49.5    | 53      | 56.8    | 58                               | 60.5    |

### *Equitable Access to Excellent Teachers:*

1

All of our classroom teachers, specialists and supporting teachers in 2021-2022 had the appropriate licensure in the area for their teaching assignment, except for a few cases in which we applied for and were granted a Tier 1 or Tier 2 license (formerly known as a personnel variance). In each of these cases, we were unable to find a licensed teacher who had sufficient experience and appropriate mindset to successfully teach our students, so we had to find an internal or external candidate who did have such experience and mindset and apply for a Tier 1 or Tier 2 license for them. Many of our Tier 2 candidates have valid licenses in another state, moved to Minnesota and are in the process of transferring their out of state licenses.

All grade level teams do common planning for all subject areas and all planning is aligned to state standards. During the 2021-2022 school year, all students took three reading diagnostic exams. These were taken in the fall, winter, and spring. Regardless of which classroom students are in (each grade has two classrooms), students are engaging with the same rigorous grade level standards and thus have equal access to a rigorous curriculum.

## **VII. School Director Professional Development Plan**

The school secured grant funding to provide executive coaching, through Charter Source, during the 2021-2022 school year to the Executive Director, Carl Phillips.

## **VIII. Finances:**

The following is a summary of key financial indicators for Northeast College Prep, as of the end of 2021-2022 school year:

- Average Daily Membership (ADM) Overview
  - Revised Budget: 335 ADM
  - Actual: 343 ADM
- The School's budgeted had a deficit for the year of \$119,134. This was due to (1) unexpected transportation cost due to COVID-19. Students who tested

- positive during the school day had to be transported home via cabs to avoid the spread within the building which increased the transportation cost considerably. Also, students were incorrectly coded to van transportation who were outside of our transportation zone. (2) Students who should have been classified as Homeless or High Mobile(HHM) were incorrectly coded and reimbursement was not received. This was resolved, but it will be recorded as revenue in fiscal year 2023. A projected cumulative fund balance of \$1,002,492 at fiscal year-end is expected based on this budget.
- Cash Balance as of the reporting period is \$413,329 up slightly from \$411,907 in the previous month.
  - The state aid receivable estimate is \$607,101. This balance will be paid back to the school in fiscal year 2023.
  - Overall revenues received at the end of the reporting period were 101.7% of our budget.
  - Overall expenditures disbursed at the end of the reporting period were 104.2% of our budget.
  - The audit is scheduled for the end of September and the chart/graph below will be updated.

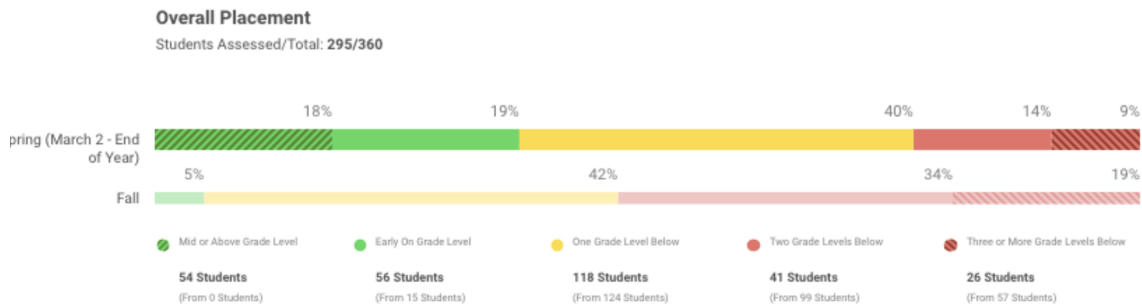
### **IX. Academic Performance:**

Given that our student population was overwhelmingly from minority racial and ethnic groups and 83% qualified for free or reduced price lunch, our student achievement goals aligned with the goals of the World's Best Workforce legislation to ensure that all students in third grade achieve grade-level literacy and all achievement gaps are closed.

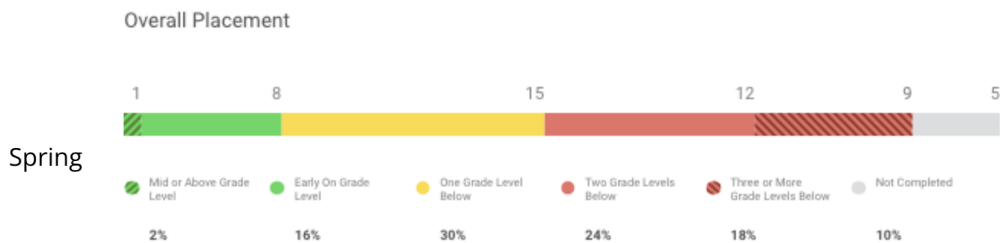
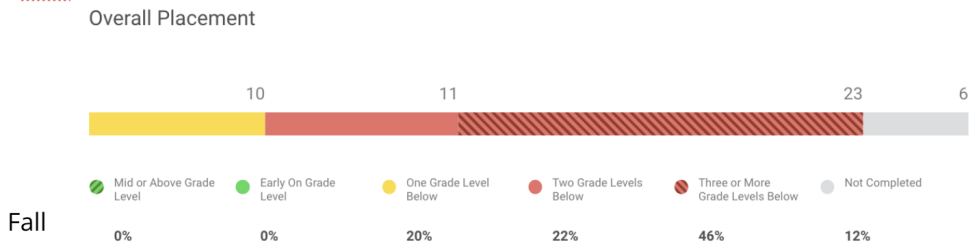
As the COVID-19 remains as a pandemic status across the nation during the 2021-2022 school year, it continues to have a direct effect on our attendance and test score accountability due to required quarantine periods for both staff and students. Academic goals are slowly improving as we work toward achieving pre-pandemic standards. We made massive and honorable efforts to get all students tested on MCAs and our nationally-normed reading (K-1 FAST), reading (2-8 iReady) and math (K-8 iReady) assessments. Many schools did not invest the time and resources necessary to ensure students were in school and learning was taking place during the pandemic.. We chose to do it because we wanted to have a true sense of how the pandemic had impacted our students. It is obvious the pandemic continues to have a direct impact on our students academically and socially and emotionally as well. The test scores for 2021-2022 school year are as follows:

## iReady Math Diagnostic Data (Fall to Spring)

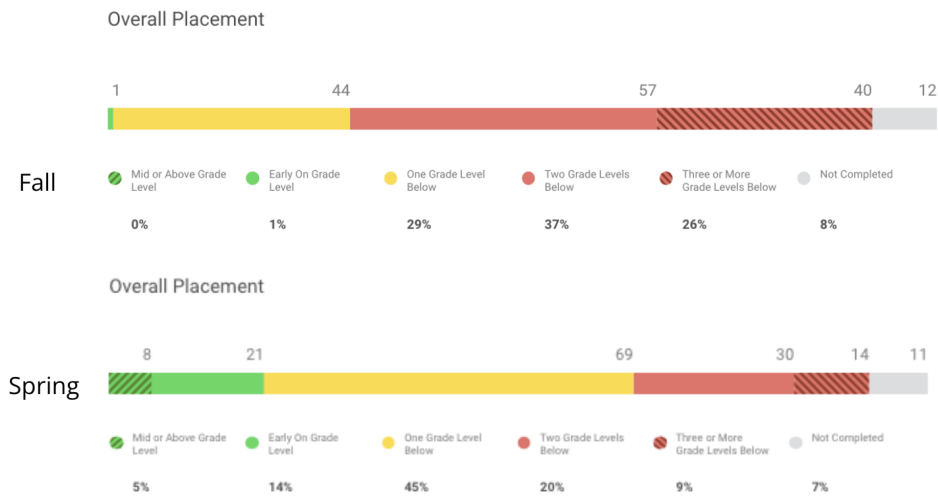
### K-8 iReady math diagnostic, school-wide results



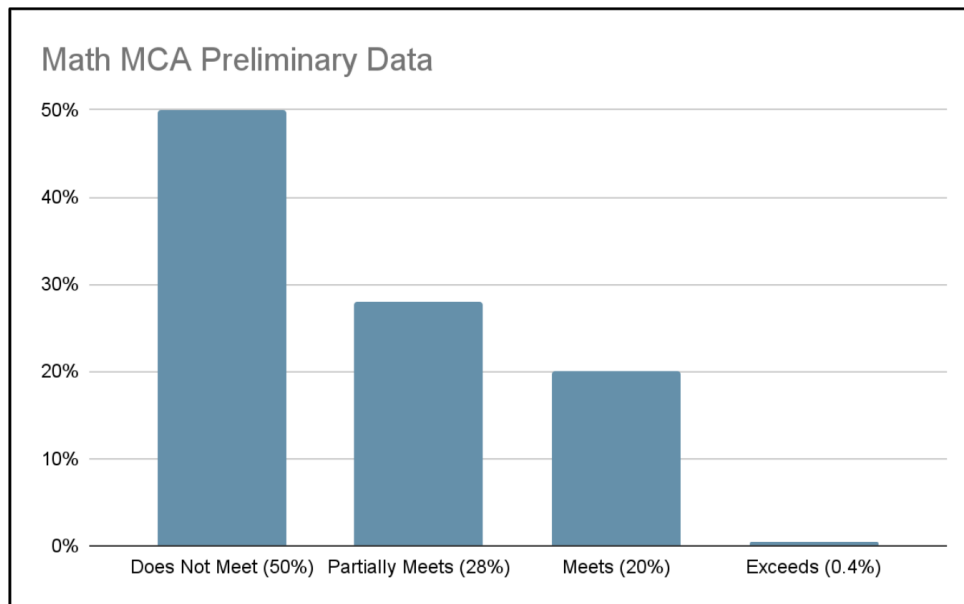
### K-8 iReady math diagnostic, Special Education Services



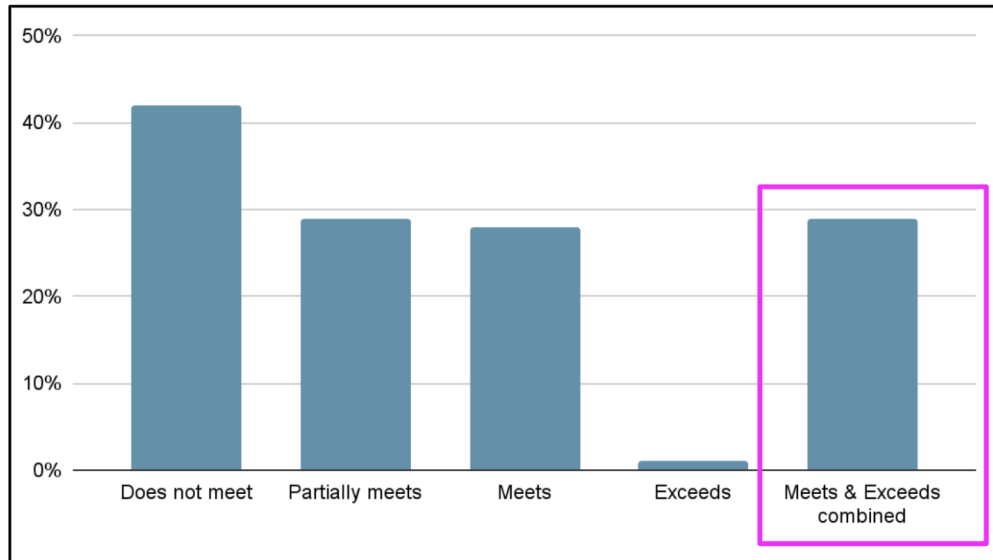
## K-8 iReady math diagnostic, EL Status (158 students)



## Math MCA Preliminary Data

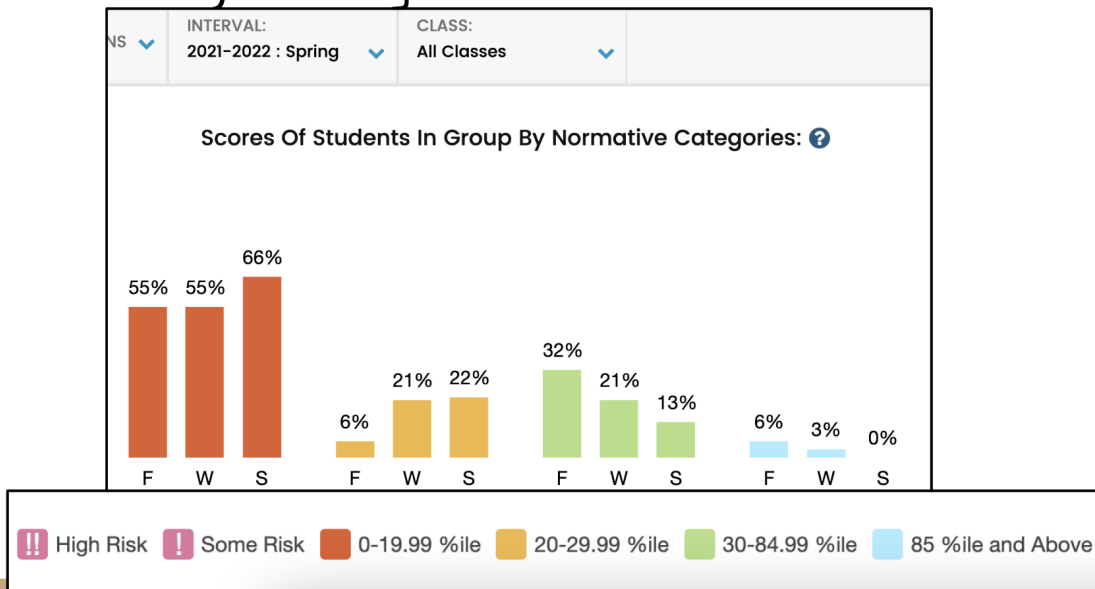


## Math MCA Preliminary Data, 4 years continuously enrolled



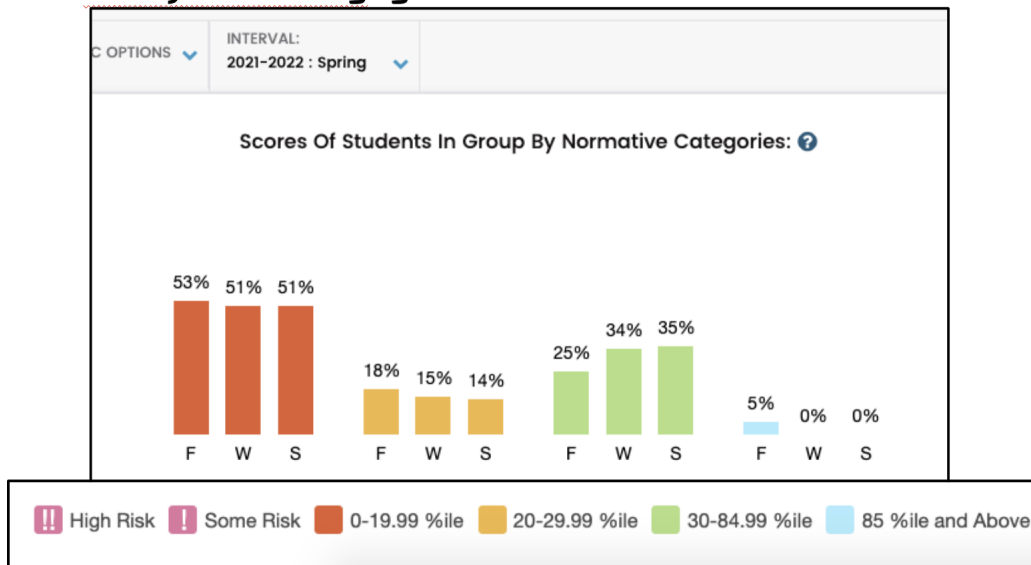
## FAST earlyReading Data (Fall, Winter, Spring)

### FAST earlyReading K results



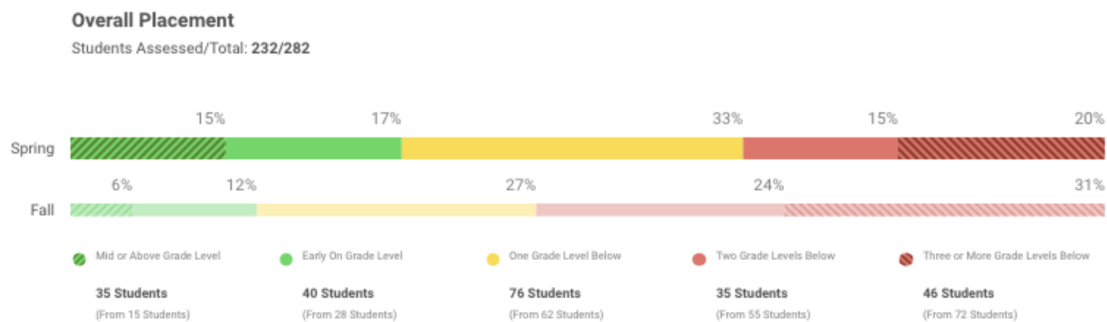


# FAST earlyReading grade 1 results



## iReady Reading Diagnostic Data (Fall to Spring)

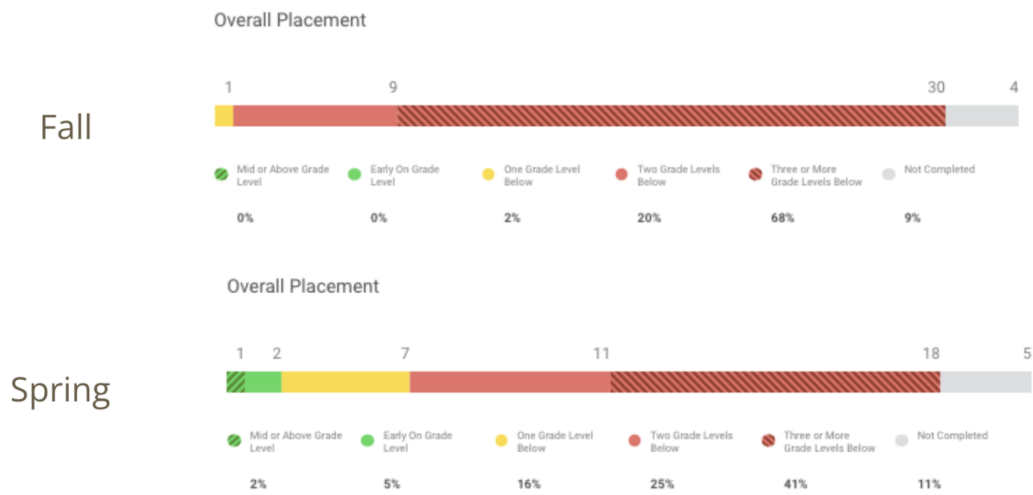
### 2-8 iReady reading diagnostic, school-wide results



## 2-8 iReady reading diagnostic, 4 years continuously enrolled



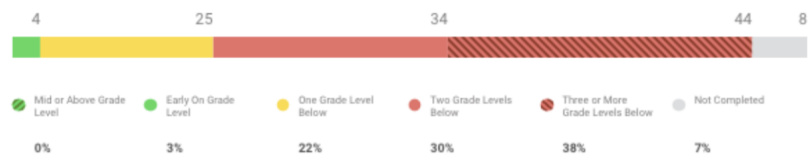
## 2-8 iReady reading diagnostic, Special Education Services



## 2-8 iReady reading diagnostic, EL Status

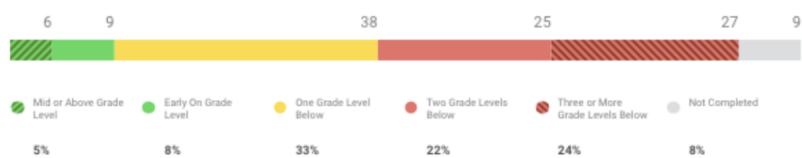
Fall

Overall Placement

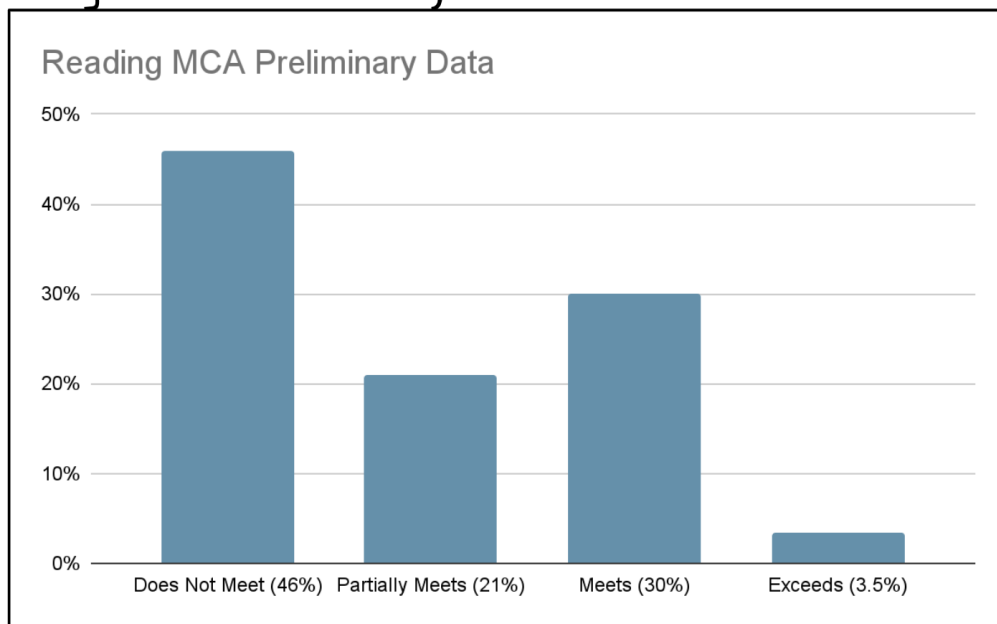


Spring

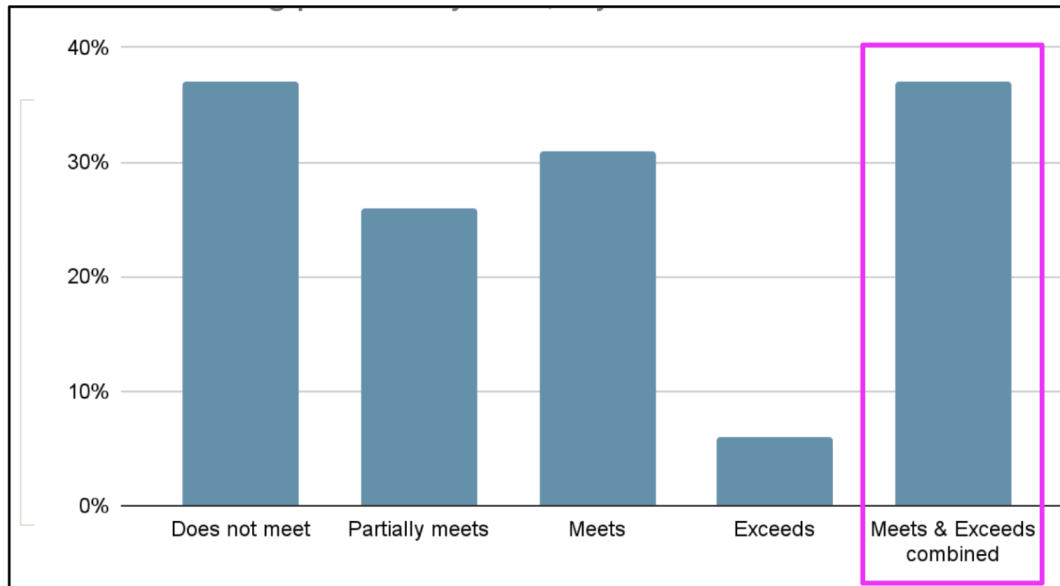
Overall Placement



## Reading MCA Preliminary Data



## Reading MCA Preliminary Data, 4 years continuously enrolled



### **X. Professional Development:**

Meaningful, on-going, job-embedded professional development is a major focus for us every year. The list that follows shows our professional development topics throughout the year. This added up to close to about 180 hours of professional development over the course of the school year. In addition to the top priority areas of data-driven instruction in math, reading, and writing, additional professional development topics included the following areas of focus: Responsive Classroom, Equity, Envoy, and Welcoming Schools.

PD topics over the 2021-2022 school year:

- 8/16-18/21 New Staff Training
- 8/19-20/21 ENVoY Training
- 8/23/21 Welcome Back - Equity PD (IB and equity embedded/integrated throughout) Bridge to Equitable Outcomes in Reading & Math  
Overview of PLCs
- 8/24/21 Morning: All Staff Wit & Wisdom Launch PD  
Afternoon: ELA Teachers work on Wit & Wisdom module 0/1 prep
- 8/25/21 Morning: IB PD, Self Study  
Afternoon: Work Time, Being a Reader placement testing training for staff testing at BTS CPR Training for some staff
- 8/26/21 Morning: Math PD  
Afternoon: SEL Supports, set up gym for Back to School

- 8/27/21 Staff Retreat (required) Hopes & Dreams, staff agreements
- 8/30/21 Back To School Appointments (10:00 - 5:00)  
 Paras: BTS in gym, Teachers: Work Day when not in PD, some teachers supporting BTS in gym  
 8:00 - 10:30: K-2 classroom teachers, Jenny W., Jordan: literacy PD with Laura & Jenna  
 11:00 - 12:00: 3rd & 4th grade teachers, Jenna, Andrea, & Jenny W. meet with Laura about Literacy WIN block  
 1:00 - 3:00: Launching SIPPS PD on Zoom (tab your manuals before this session-see email from Laura): Laura, Lindsay, Andrea, Jenny W., Tavia, Jordan, Mikaela, Jane W., Linda, Jenna, Hannah"
- 8/31/21 Food/Medicine Training, Mandated Reporting & Social Work, Setting up Happy Transitions Time for Happy Transitions , CPI Training for some staff  
 6:00 - 7:00 pm: Meet the Teacher Night, Due by EOD: MinuteXMinute plans (including Wit & Wisdom module 0), Wit & Wisdom Module 1 Prep, Math Unit 1 Prep, UOI Unit 1, 7/8 Inquiry
- 9/1/21 Arrival & Dismissal, other procedures as needed, SPED Overview  
 11:00-12:00: Handwriting Without Tears Training for K-2 teachers, SPED Case Manager Happy Transitions with classroom teachers & paras
- 9/3/21 Staff Meeting, Introduction to Flyer Connect (teachers send one message to families during meeting)
- 9/10/21 Preparing our students to excel on assessments: K/1 teachers: FAST earlyReading with Laura (record for Jenny W.)  
 2-8: Testing Strategies with Hala PD
- 9/17/21 Staff Meeting: iReady Prerequisites Report & Math WIN PD
- 9/27/21 Start date for Math WIN, next week: grade level teams meet after school to do Math WIN Happy Transition
- 9/24/21 IB Planning Day  
 15 min overview of Every meal with Dominique  
 30 min NECP Library Procedures  
 30 min Mobile Library Cart overview for 1st & 2nd teachers  
 30 min meeting Laura with Kylie & Alexa  
 30 min meeting about K student S.S. (Lindsay, Jenny W., Ashley H, Macie, Andrea, Maritza)
- 10/1/21 Staff Meeting: Conferences, MTSS Overview, Review COVID quarantining protocols
- 10/8/21 8:30 20 min Morning Meeting/10 min early release overview  
 9:00 - 9:20 EL Program Check in  
 9:20 - 9:30 Break  
 9:30 - 10:15 SEL team check in  
 10:15 - 10:30 Break  
 10:30 - 11:30: Welcoming Schools scope and sequence or Mariah Emergency Medication Training (confirmed)

- 11:30 - 11:45 Break - Equity PD: Welcoming Schools (2 hours)  
 1:30 - 3:45: Hold time for conferences prep/teacher work time (minimum 2 hours)  
 1:30 - 2:30 Sped Teachers & Lindsay clean out Mustangs cupboards (1 hour) - 1:00 Robbinsdale visit (Carl, Lindsay, Jordan - ask Lindsay who else) - 5/6 checks in with Jo about IB Unit 2 - 30 minute Specialist check-in with Jane O. to figure out conferences on zoom and if they want one zoom room or different ones
- 10/15/21 Teacher Staff Meeting:  
 Review how to input Effort Grades and Comments in PowerTeacher Pro  
 Read report card checklist, Review Quarantine Section in COVID Procedures Handbook, Paras: ASD training in person with Caroline (confirmed)
- 10/29/21 Please see 10/29 tab  
 3:15 - 3:45 on Zoom: IB Self-Study Check In (required for K-6 teachers, optional for paras, Specialists, ELD, and 7/8 teachers)  
 2:45 - 3:45: SPED Teachers Social Skills training
- 11/5/21 Wit & Wisdom Module Prep (no meeting; just work time)  
 Literacy Lab staff: FAST Progress Monitoring & SIPPS Mastery Test Training with Laura (need room with projector), Complete Insight Survey (11/1-11/12 is window)
- 11/12/21 Positive School Culture Event, Complete the Insight Survey  
 11/19/21 Jenna, Bree & Andrea at EL conference, 45 minutes for Equity - Intercultural Conflict Style Inventory introduction, including time to take it independently, 1:00-3:00 SIPPS Lesson Structure & Instructional Strategies PD on Zoom (optional for Jordan, Jenny W. & Tavia) Macie's Capstone: Macie, Laura, Erika, Jane O. & Carl , 3:00 - 4:00 40 Hour Leadership Meeting with Bonnie (Hala, Erika, Carl, Laura, Jo) if it works - this is penciled in with Bonnie
- 12/3/21 Sped Teachers & Paras: ASD Training with Caroline  
 12/10/21 Processing Circle  
 12/17/21 Staff Meeting
- 1/3/22 ICS PD (2 hours, confirmed on Zoom), 30-60 min for paras, 30 minutes for Flyer Connect mid-year check in , 60 minutes Amplify Science Pilot Launch virtual (1st, 3rd, 4th, 5th, 6th grade teachers)
- 1/7/22 Staff Meeting (teachers & instructional paras only): Introduction to the Effective Teacher Standards, Paras training with Abby from CF about accommodations/ modifications
- 1/14/22 Staff Meeting: ACCESS Training 2 hours (including time to complete online training), 30 min for paras, 60 minutes for optional Amplify Office Hours
- 1/21/22 Staff meeting for teachers who need to relicense: Tier 3 & Tier 4

|         |  |
|---------|--|
|         | Relicensure Planning/Prep Time (teachers can choose to use this for Wit & Wisdom or other subjects) 60 minutes for optional Amplify Office Hours   |
| 1/28/22 | Paras meet w/ Lindsay & use this time to complete self-reflection of rubric Planning/Prep Time (teachers can choose to use this for Wit & Wisdom or other subjects Q2 grades due 1/30 at midnight                      |
| 2/4/22  | Conferences prep (2/18), 30 min for paras, Carnival Committee Meeting for 1 hour (Sawsan & Zach D. host), Q2 report card mailing (Ethan on site for report card mailing), 60 minutes for optional Amplify Office Hours |
| 2/11/22 | Conferences prep time  |
| 3/4/22  | 30-60 min for paras, PD: Suicide Prevention/Mental Health Carnival Committee Meeting for 1 hour (Sawsan & Zach D. host), 60 minutes for Amplify, ICS PD (2 hours, confirmed on Zoom)                                   |
| 3/18/22 | MCA training   |
| 3/25/22 | MCA training - Test monitors   |
| 4/15/22 | Cover up rooms for MCA testing (everyone assigned to help someone or cover up small group rooms)   |
| 4/22/22 | Cultural competency training (confirmed with Abby)   |
| 4/29/22 | Staff Meeting  |
| 5/6/22  | 30 min Carnival overview and sign up   |
| 5/13/22 | Summer Virtual SIPPS training EOY checklist  |
| 5/20/22 | ICS PD (2 hours, confirmed on Zoom)  |
|         | 30-60 min for paras  |
| 5/27/22 | Summer Virtual SIPPS training  |
| 6/3/22  | Staff Meeting  |
| 6/10/22 | Staff Meeting, Q4 grades due 6/12 by midnight  |
| 6/15/22 | 30-60 min for paras  |

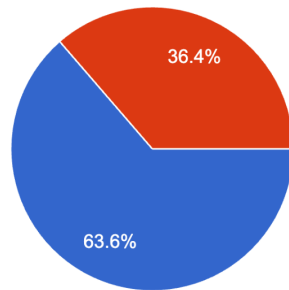
## **XI. Parent Satisfaction**

Parent satisfaction with NECP continues to be very important to us as we accept students where they are academically and through high quality, rigorous materials attempt to decrease the opportunity gap amongst our populations. We administer a parent survey in multiple languages on a yearly basis to gather input on how well our efforts are perceived in the homes of our families. This feedback has always been extremely positive and this year's feedback continues that trend even as students returned to in person learning after the previous year was interrupted by COVID 19.

The graphs below demonstrate parent satisfaction with NECP during the 2021-2022 school year:

How happy is your child at Northeast College Prep?

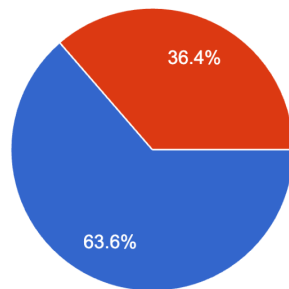
11 responses



- Very happy
- Somewhat happy
- Somewhat unhappy
- Very unhappy
- Does not apply to me or no opinion

Do you agree with this statement: "My child is receiving an excellent education at Northeast College Prep?"

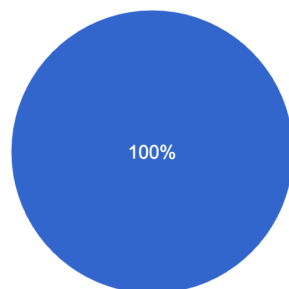
11 responses



- Yes, I strongly agree
- Yes, I agree
- No, I disagree
- No, I strongly disagree
- Does not apply to me or no response

How safe is your child at Northeast College Prep?

11 responses

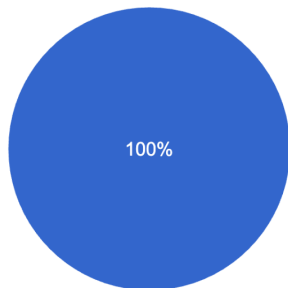


- Northeast College Prep is a very safe school
- Northeast College Prep is sometimes a safe school
- Northeast College Prep is sometimes not a safe schools
- Northeast College Prep is not a safe school
- Does not apply to me or no opinion



How welcome do you feel at Northeast College Prep?

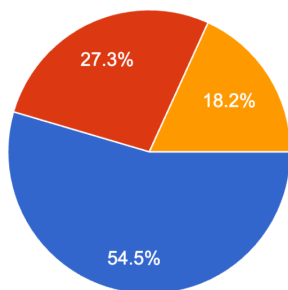
11 responses



- I always feel welcome when I come to Northeast College Prep
- I sometimes feel welcome when I come to Northeast Prep
- I sometimes feel unwelcome at Northeast College Prep
- I feel unwelcome at Northeast College Prep
- Does not apply to me or no opinion

How satisfied are you with the school's lunch program?

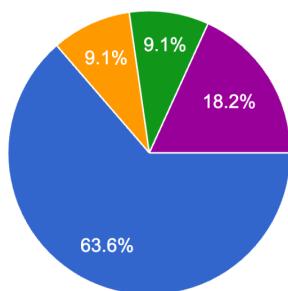
11 responses



- I am very satisfied with the school's lunch program
- I am somewhat satisfied with the school's lunch program
- I am somewhat unsatisfied with the school's lunch program
- I am very unsatisfied with the school's lunch program
- Does not apply to me or no opinion

How satisfied are you with the school's transportation service?

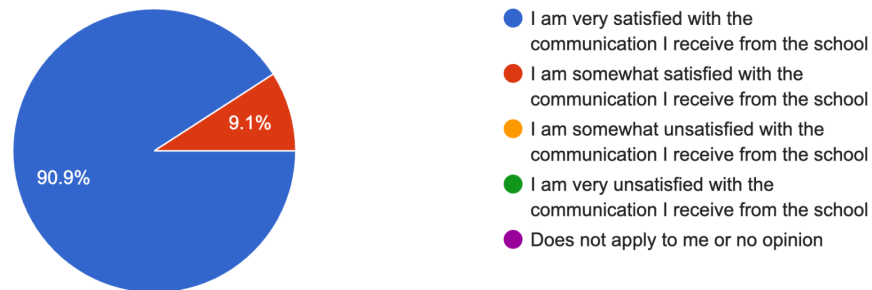
11 responses



- I am very satisfied with the school's bus service
- I am somewhat satisfied with the school's bus service
- I am somewhat unsatisfied with the school's bus service
- I am very unsatisfied with the school's bus service
- Does not apply to me or no opinion

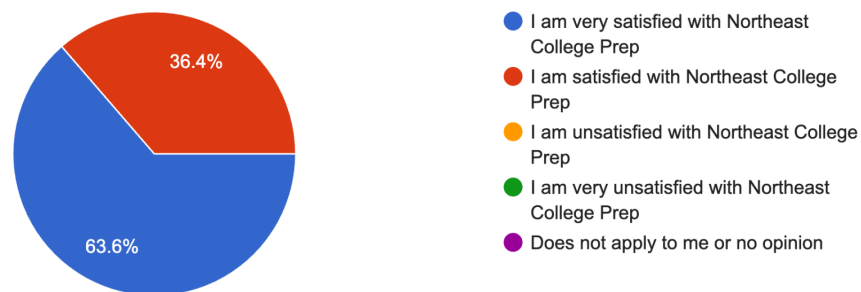
How satisfied are you with the communication that you receive from the school?

11 responses



Overall, how satisfied are you with Northeast College Prep?

11 responses



## **XII. Innovative Practices**

We believe that our combination of programs (Responsive Classroom, Catalyst, Talent Development) provide our staff with a well grounded approach to effectively work with students in and outside of the classroom through the use of a common language and set of expectations. Throughout the building students are experiencing routines that are used in every classroom so they are centered and ready for learning .

In addition, our longer school hours than the local district, more professional development hours, and abundant teacher coaching is also innovative and aligned to what research suggests is most important for the success of schools serving a high percentage of students who qualify for free or reduced price lunch.

Another innovative aspect of our school model is the language instruction and the way we offer two specialist classes daily. All of our students are learning both Arabic and Spanish, in addition to the primary language of instruction, which is English. There is a large body of research showing that exposure to a student's native language in school enhances success in school and English language acquisition. About 25 percent of our student body's native language is either Spanish or Arabic and another 50 percent or so get significant exposure to Arabic from a young age through their religious instruction outside of school, so our model of offering Spanish and Arabic is strongly in line with research on promoting success in school and English language acquisition in our student population.

### **XIII. Major Accomplishments in 2021-2022 and Future Plans**

#### *Accomplishments:*

- Transfer of building ownership to the NECP ABC (Affiliated Building Corporation)
- Resumed In-Person Learning and test score increased both iReady and MCA
- Carl Phillips stepped down as Executive Director, Erika Sass became Interim Executive Director in November and Brenton Shavers hired and began in July 2022
- NECP Hiring Packet included as exemplar in an MDE workshop for "Navigating Staffing Challenges: Recruitment & Retention."
- Partnerships explored with Every Meal, Kids in Need, Access to Books for Children, Memorialize the Movement, and the Toy Library as prospective tenants
- 1st year of after-school and in person ACES (a social-emotional learning and math tutoring program for 4th - 8th graders)
- Staff, family, board and authorizer input into deciding to not reauthorize as an I.B. school
- Implemented new reading programs: Wit and Wisdom and implemented Ready Classroom for the first year fully in person

#### *Future Plans:*

One of our major future projects is creating a more robust system of data. This system will enable us to track more easily individual student progress over time. It will also enable us, over time, to compare data from different assessments (FAST, iReady, MCA, unit and weekly assessments, etc.) to get better at predicting student performance on the MCAs and have a better sense, in real time, of whether or not a given student is performing on grade level.

We were also in the sixth year of our Alternative Delivery of Student Interventions Services (ADSIS) grant in 2021-22. This grant enabled us to continue to have 2 academic intervention teachers (funded by ADSIS—we have other ones not funded by ADSIS) and a full-time social worker for the 2021-22 school year. The academic intervention teachers will continue to be instrumental in helping us meet the particular academic needs of a wider range of students. Our school serves students from an incredibly diverse range of racial, cultural, socioeconomic, and linguistic backgrounds and circumstances. Meeting the particular needs of each student is an on-going challenge. Having these academic intervention teachers will continue to greatly enhance our school's capacity to meet all of their needs. The social worker will provide leadership and support in meeting social and behavioral needs for our students. He will also assist our student's families in accessing needed resources outside of our school.

A major plan on the horizon soon will be expanding into the lower level of our new building. We would like to add Pre-K to our programming. That will require additional remodeling to the lower level of our current building. That plan would allow us to move offices and our middle school programming to the lower level to make room for the Pre-K programming.

#### **XIV. Northeast College Prep: Continuous Improvement Plan 2022-2023**

Northeast College Prep is implementing many different measures in the upcoming 2022-2023 school year to continue our process of improvement. The following is the NECP Continuous School Improvement Plan.

##### Northeast College Prep - CSIP

Every NECP faculty member will have an active and engaged role in our building Continuous School Improvement Process (CSIP). This will be accomplished by actively embracing the following 5 focus areas so that we meet the needs of every child, every day through a culturally responsive multi-level system of supports:

- Focus Area 1: Schoolwide Implementation of C.A.R.E.S
  - Cooperation
    - I can work with others
  - Assertion
    - I can speak up for self and others
  - Responsibility
    - I can make smart choices
  - Empathy
    - I can understand others feelings

- Self-control
  - I can think before I speak and act

(SMART Goals)

Effective implementation of the above, all NECP teachers will make a positive contact home, every quarter, with focus on communicating a student's strength within CARES.

- Focus Area 2: Schoolwide Recommitment to ENVoY(Educational, Non-Verbal, Yardsticks), now known as CATALYST
  - ENVoY Nonverbal Classroom Management is based on the 7 Gems, microstrategies rooted in influence rather than power for student focus, engagement and productivity.
  - 7 GEMS
    - Freeze Body
    - Above Pause Whisper
    - Raise Your Hand vs. Speak Out
    - Exit Directions
    - Most Important Twenty Seconds
    - Off/Neutral/On
    - Influence Approach

(SMART Goal)

Effectively implementing the above, NECP will develop a baseline number of behavioral referrals to the office over the course of the 2022/2023 school year as measured by administrative referral resolutions on PowerSchool. In addition, 30% of teachers will earn certification in Catalyst by the end of the 2022/2023 school year.

- Focus Area 3: Schoolwide Recommitment to Content, Language, and Social Objectives
  - A content objective is a description of an observable student behavior or performance that is used to make a judgment about student learning. It is a statement of what students will be able to do at the end of the lesson.
  - Language objectives are lesson objectives that are specifically designed to promote students' language development through all four language domains: reading, writing, speaking and listening.

- A social objective is a statement that details a specific desired outcome of a project that is related to the interaction of the individuals, groups, and institutions within a society that promotes overall wellbeing.

(SMART Goal)

Effectively implementing the above, NECP will increase by 20% the number of students who reach “On or Above Grade Level” in Overall Proficiency as measured by end of year data for iReady or FAST (K-1).

- Focus Area 4: Schoolwide Coordination of the Multi-Tiered Level of Supports
  - MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:
    - Tier 1 – Universal or primary – Majority of students (75-90%)
      - As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.
    - Tier 2 – Secondary – Small groups of students (10-25%)
      - Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are

delivered in small group settings, such as reading groups. Check in/Check Out interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

- Tier 3 – Tertiary – Individual students (< 10%)
  - A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.

(SMART Goal)

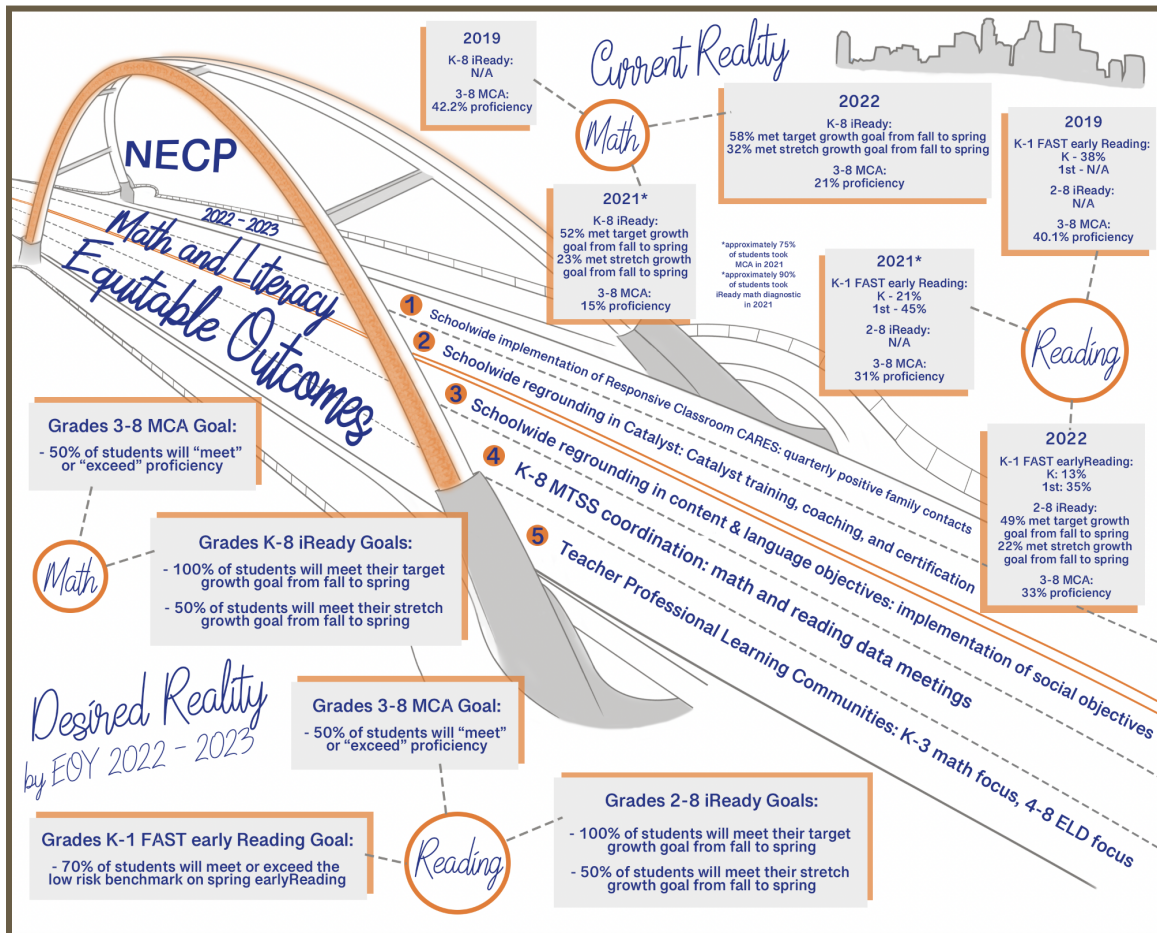
Effective implementation of the above, NECP will increase the number of students moving out of high risk (Tier 3) by 20% as measured by end of year data on iReady and FAST (K-1).

- Focus Area 5: Recommitment to the Effective Use of PLC's (Professional Learning Communities)
  - K-3 Teachers: Bridges Math
  - 4-8 Teachers: ELD, with focus on Building Background & Vocabulary

(SMART Goal)

Effectively implementing the above, NECP will increase by 20% the number of students who reach "On or Above Grade Level" in Overall Proficiency as measured by end of year data for iReady or FAST (K-1).





### The role of the board in the continuous improvement plan:

The NECP Board of Directors' has oversight of the school's pursuit of meeting the charter goals established by our authorizer, School Achievement Minnesota. The board has an Academic Committee which monitors the school's progress toward the annual academic goals. This group meets monthly to review interim assessment data, monitor progress, and ensure that the Executive Director is accountable for academic outcomes. The Governance Committee made great strides last school year to align the Executive Directors evaluation to the annual and interim academic goals. The work done by these committees, along with the work by the administrative team, is ensuring that there are clear lines of accountability from the board to the Executive Director, through the administrative team, and down to the teachers, so that no student falls through the cracks and the opportunity gap is decreased.



**XV. Authorizer Contact Information**

If you would like to contact Northeast College Prep's authorizer directly, you may contact Liz Wynne, Executive Director of Student Achievement Minnesota, at:

Student Achievement Minnesota  
P.O. Box 581639  
Minneapolis, MN 55458-1639  
liz.wynne2@gmail.com  
<http://www.samnllc.org/contact-us>