



**2022-2023**  
**Annual Report and**  
**World's Best Workforce**  
**Report**

**Table of Contents**

I. Mission, Vision, and Core Convictions	2
II. Student Enrollment, Attendance and Demographics	3
III. Student Attrition	7
IV. Governance and Management/Administration	7
V. Board Member Training	8
VI. Staffing	10
VII. School Director Professional Development Plan	12
VIII. Finances	13
IX. Academic Performance	13
X. World's Best Workforce Reporting	19
XI. Professional Development	20
XII. Parent Satisfaction	21
XIII. Innovative Practices	24
XIV. Major Accomplishments in 2022-2023 and Future Plans	25
XV. Northeast College Prep: Continuous Improvement Plan 2022-2023	26
XVI. Authorizer Contact Information	31

## **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:**

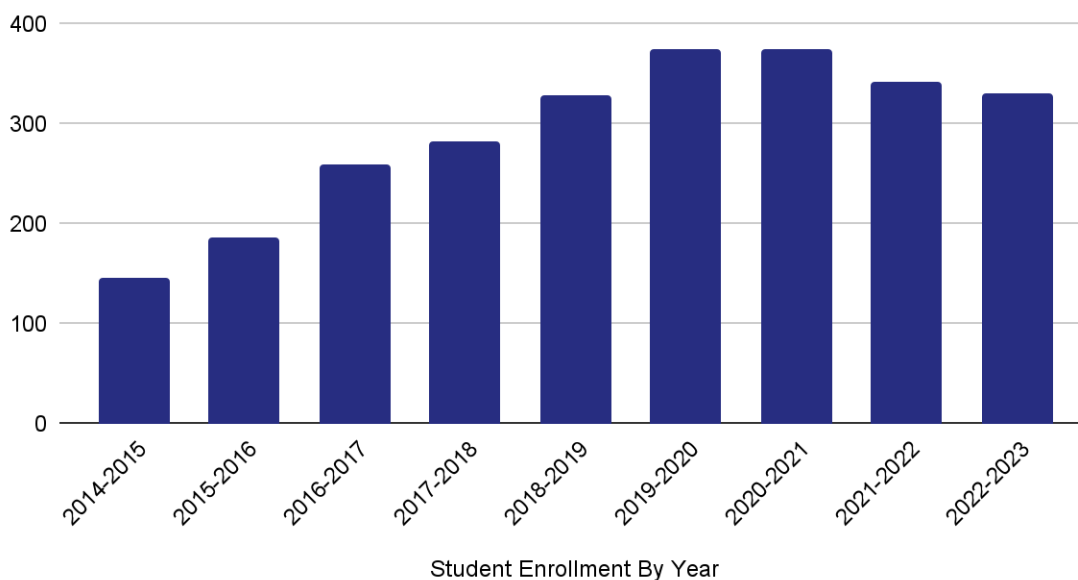
Like many public schools in the United States, NECP's enrollment and attendance has declined since the COVID pandemic. The demographic trends for Minneapolis do not suggest more children being born in the City so we are undertaking a long term analysis of student enrollment to better plan for sustainability. Starting in the 2023-2024 school year, this included eliminating positions that were added with temporary COVID funds to

return our staffing to pre-pandemic levels while we increase enrollment and outreach efforts.

The 23-24 budget was based on 346 students in Kindergarten - 8th grade, which is less than many of the years NECP has been a Kindergarten - 8th grade school.

Plans to add a Pre-K program are also in progress. In 2016, when NECP renovated the current school building, plans were made to create four classrooms that meet requirements for four year olds. Most of the Pre-Kindergarten students in one or two Pre-K classrooms will continue learning at NECP in Kindergarten through 8th grade. Having a year before Kindergarten, where students can learn English and the skills to be ready for Kindergarten will help these students thrive throughout their school career. It will also help our Kindergarten enrollment because students will have already attended school for a year at NECP. In 2022-2023, our Kindergarten and 1st grade enrollment was lower than expected. Adding a Pre-K program is one way to increase our enrollment in our younger grades and increase the number of Kindergarten students with the skills needed to enter Kindergarten.

### Student Enrollment By Year

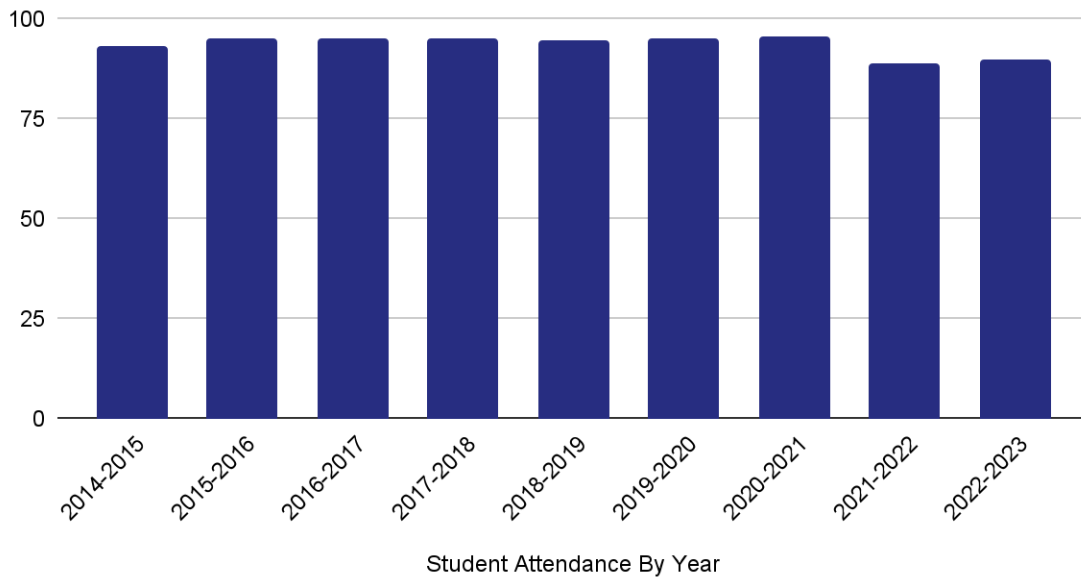


### Student Attendance:

The goal with our authorizer, Student Achievement Minnesota (SAM) for daily student attendance is 95%. In the years prior to the pandemic, Northeast College Prep met or was just under (eg. 94.8% in 18-19) the attendance goal. During the pandemic and with

the return to in person learning, our attendance dipped mostly due to the state adopting the COVID Protocols recommended by the Centers for Disease Control and Prevention (CDC) for required days of quarantine and students with symptoms staying home. During the 21-22 school year, our attendance dropped to an all-time low of 88.9%. In 22-23, our attendance rate increased slightly to 90%.

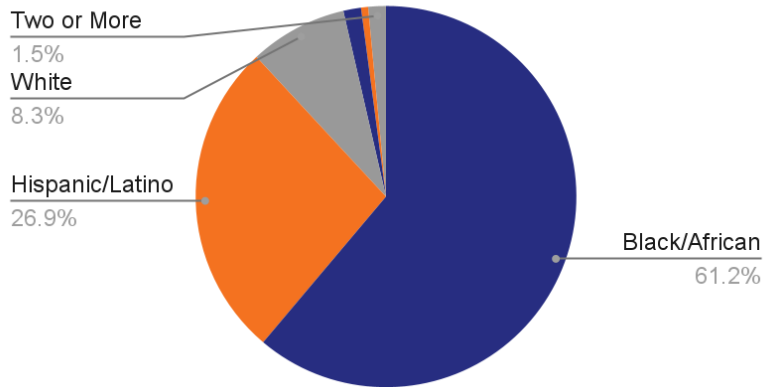
### Student Attendance By Year



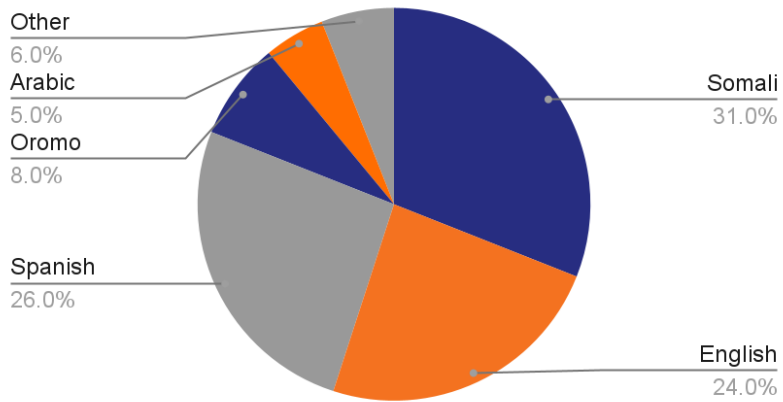
### Student Demographics:

Northeast College Prep is a diverse school by design. Fourteen primary languages are spoken by students and their families and our staff speak English, Somali, Arabic and Somali.

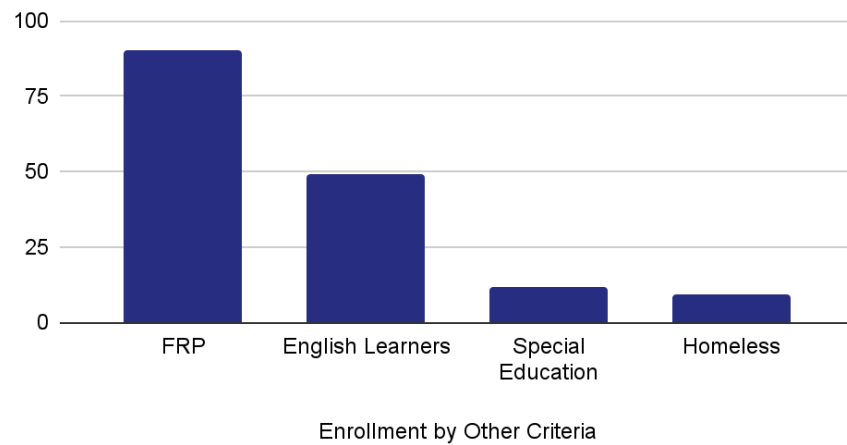
### Enrollment by Race/Ethnicity



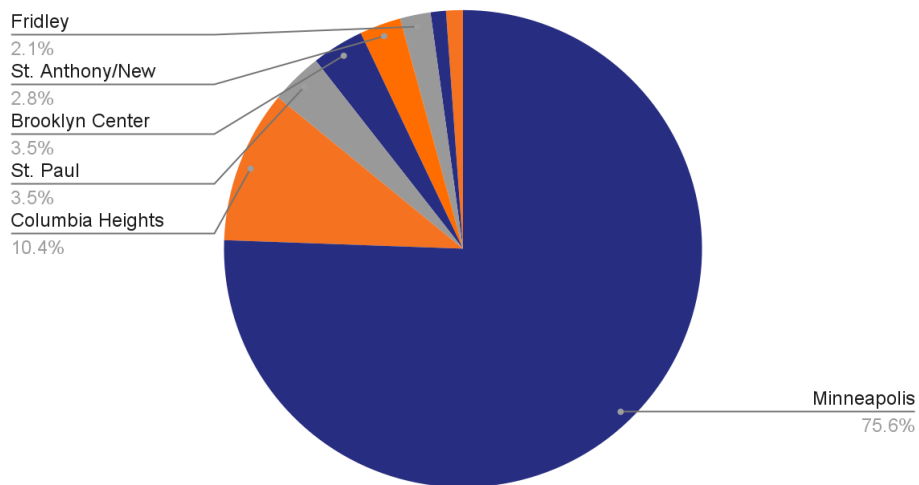
### Primary Home Language



### Enrollment by Other Criteria



### Students by Resident District



### III. Student Attrition

- 2023-2024 attrition rate: 28%
- 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%

*Note: The increase in attrition between SY23 and SY24 was in part due to our condensing bus routes to the Brooklyn Park/Brooklyn Center area to manage transportation costs.*

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

Board Elections were held in May of 2023. Jessica Waletski (parent) and Joanna Schneider (teacher) both finished their terms in June 2023. The following individuals were added as community board members: Meghna Sohoni, Jinah Chernivec, Phil Galligan, and John Brakke. Laura Pastor was also elected to the teacher seat. The additions left our board with the following composition:

<b>Name</b>	<b>Position</b>	<b>Start Date</b>	<b>Committee(s)</b>
Richard Nazarian	Board Chair Community Member	Sept 2021	Governance Finance Academic
Josh Crossan	Community Member	June 2019	Governance Chair
Erica Ahlgren	Community Member	June 2021	Academic Chair
Jessica Intermill	Parent Member	June 2022	Governance
Tyler Burkhardt	Community Member	June 2022	Finance Chair
Meghna Sohoni	Community Member	July 2023	Academic
Laura Pastor	Teacher Member	July 2023	Academic
Jinah Chernivec	Community Member	July 2023	Governance
John Brakke	Community Member	July 2023	Governance
Phil Galligan	Community Member	July 2023	Finance



The Northeast College Prep board members collectively bring a myriad of skills and experiences including fundraising, marketing, financial management, teaching, school leadership and previous charter school board experience.

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

Northeast College Prep Board members attend training throughout the year to best prepare for the vast duties required of board members on a high quality charter school board. During the 2022 - 2023 school year, board members attended these training sessions:

#### Students, Staff and Families

- Overview of Student Expulsion Process in Minnesota
- Enhanced Data Privacy Practices
- Managing Grievances Effectively and Efficiently
- Cruz-Guzman
- Immigration Education and Equity-Focused Governance
- Charter School Employment Law

#### Board & Board Meetings

- Top Pitfalls of Open Meeting Law
- Open Meeting Law Deep Dive
- Best Practices of High Performing Boards
- New Board Member Basics

#### Finances & Facilities including the Affiliated Building Company (ABC)

- Charter Funding Obstacles
- Minnesota Case Study: Eminent Domain
- Charter School Facilities (two part training session)
- Creating an Affiliated Building Company
- Federal Reserve: Racism and The Economy: Focus on Education
- Understanding Charter School Financial Statements
- Charter School Budget Basics
- Understanding Charter School Financial Statements

**VI. Staffing**

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	3	2	2	2	2	2	2
1st grade	2	2	2	2	2	2	2
2nd grade	2	2	2	2	2	2	2
3rd grade	2	2	2	2	2	2	2
4th grade	2	2	2	2	2	2	3.25 for 4th/5th (mid-year shift)
5th grade	2	2	2	2	3 for 5th/6th	2	
6th grade	0	2	2	2			3
7th/8th grade	0	0	1	3	3	3	2
Physical Education	1	1	1	1	0	1	1
Spanish	1	1	1 (STEM mid-year)	1 (left in Nov.)	1	1	.5 (split w/Art, left mid-year)
Art	1	1	0	1	1	1	.5 (split w/Spanish, left mid-year)
Music	0	0	1	1	1	1	1
Arabic	1	1	1	1	1	1	1
ESL	2	2	3	1.3	3	3	2.5
Academic Intervention	2	2	2.3	2	2	2	2.1 (3.7 mid-year drop to 1.6)
SpEd Teachers	3 (1 added Nov.)	3.5	3.5	5.5	6	5.5	6

SpEd Paras	7.67 (2.67 added mid-year)	10	10	11.5	13	13	11.83
SpEd Coordinator	.50	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1	1
Director	1	1	1	1	1	1	1
Assistant Director	1	1	1	1	1	1	1 (Director of School Culture)
Academic Intervention Coordinator	1	1	0.7	0	0	0	0
Dean of Students	1	1	1	1	1	.5	0
Curriculum & Instruction Coordinator	0	0	1	0	1	1	1 (DAC/MTSS Coordinator)
Instructional Coach	0	0	0	3	2	0	0
Principal (Instructional focus)	0	0	0	0	0	2	1 (Director of Curriculum & Instruction)
Office Assistant/ Outreach/ Kitchen	3	4	4.5	4.5	5	5	4.08
Operations Coordinator	0	1	1	1	0	1	1
Social Worker	.5	1	1	1	1	1	0 (Director of School Culture covered)

							duties)
Building Substitute	0	.85	1	1	1	1.2	1.2 (started with 2, mid-year drop to 1.2)
Custodial	1	1	1	1	1	1	1
Total FTE	41.42	49.35	53	58.8	60	63.2	55.46

*Equitable Access to Excellent Teachers:*

All of our classroom teachers, specialists and supporting teachers in 2022-2023 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 cases where we were unable to identify licensed teachers with sufficient experience and appropriate background to be successful with our students, we had to find internal or external candidates and apply for Tier 1 or Tier 2 licenses 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 2022-2023 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, students are engaging with the same challenging grade level standards and thus have equal access to a rigorous curriculum.

**VII. School Director Professional Development Plan**

During the 2021 - 2022 school year, co-founder Carl Phillips stepped down as Executive Director and became the School Director. Co-founder Erika Sass, School Director, became the Executive Director. Starting in December of 2021, Northeast College Prep launched an Executive Director search and hired Brenton Shavers for the 22-23 school year.

Brenton Shavers, who had a K-12 Principal license and significant administrative experience was identified as the best candidate among a number of prospects and was hired to begin in July 2022. Northeast College Prep subsequently contracted with Charter Source as a part of Brenton's professional development. In November of 2022, Brenton unexpectedly resigned and Erika Sass became the Executive Director for the remainder of the school year. Simultaneously, Northeast College Prep launched an

Executive Director search for and hired Andrea Halverson as the Executive Director starting in July of 2023.

During the 22-23 school year, Erika's professional development included support from a financial consultant through CharterSource, participation in Learning Heroes sponsored by Great Minnesota Schools, and participation in a staff recruitment, hiring and retention cohort hosted by EdFuel and Great Minnesota Schools.

### **VIII. Finances**

The following is a summary of key financial indicators for Northeast College Prep, as of the end of 2022-2023 school year:

Average Daily Membership (ADM) Overview –

- Original Budget: 356 ADM
- Revised Budget: 335 ADM
- Actual: 330
- The School's budget surplus for the year was \$249,688. A projected cumulative fund balance of \$1,034,875 at fiscal year-end is expected based on this budget.
- Projected Days Cash on Hand for the fiscal year-end is 39 days. Above 30 days meets minimum bond covenants.
- Projected Debt Service Coverage Ratio at fiscal year-end is 1.47. Above 1.10x meets minimum bond covenants.
- Financial Statement Key Points
  - As of September (?) month-end, 100% of the year was complete.
  - Cash Balance as of the reporting period is \$812,964 up from \$642,969 in the previous month.
  - The state aids receivable estimate is \$635,430.
  - Prior Year Adjustments of \$84,323 is primarily comprised of SPED.
  - Overall revenues received at the end of the reporting period were 102.5% of our budget.
  - Overall expenditures disbursed at the end of the reporting period were 99.5% of our budget.
  - Audit is scheduled for September 25th-26th with ABDO.

### **IX. Academic Performance**

Given that our student population was overwhelmingly from minority racial and ethnic groups and 98% 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.

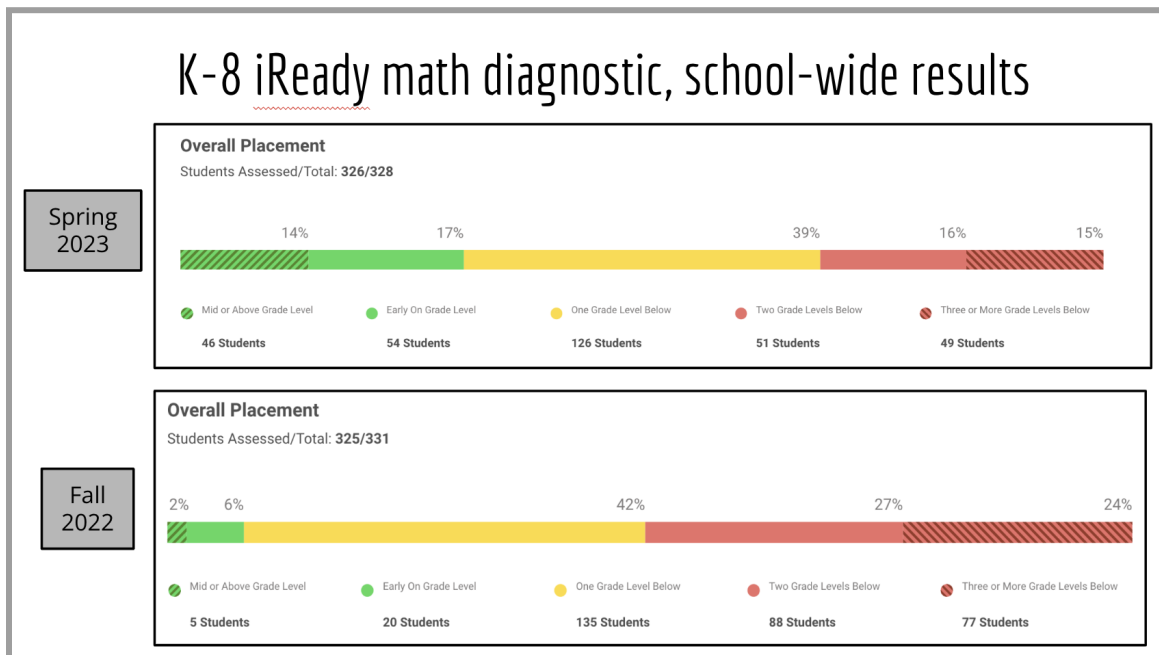
Progress toward academic goals is slowly improving as we work toward achieving pre-pandemic standards. It is obvious the pandemic continues to have a direct impact

on our students academically, socially and emotionally as well. The test scores for 2022-2023 school year are as follows:

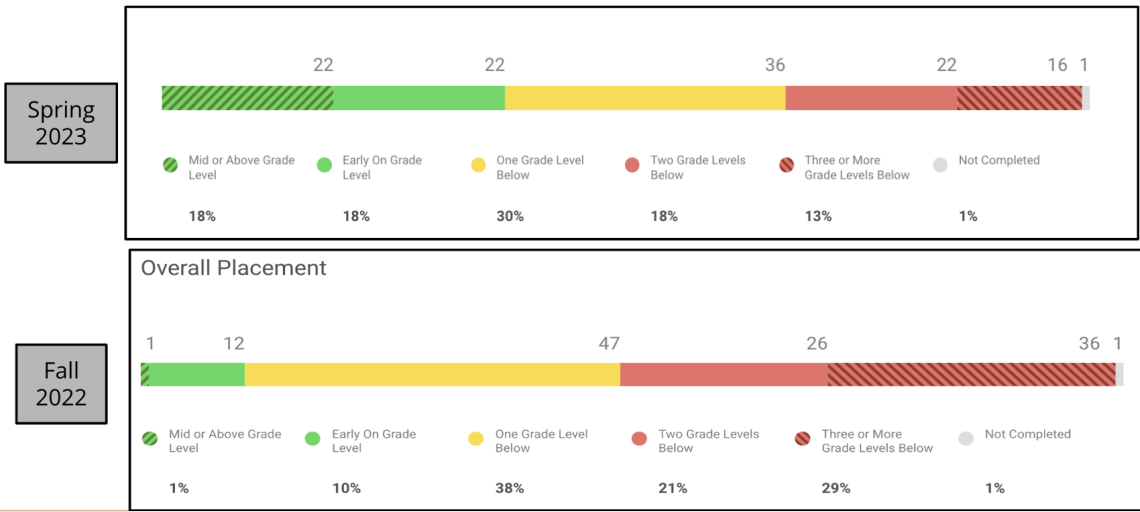
**iReady Math Diagnostic Data**

In math, we began the year with 8% of our students testing at or above grade level. By spring, that number had increased to 31%. iReady calculates an expected growth target based on a student's starting point in the fall; 52% of NECP students met their predicted growth goal and 24% met their "stretch" goal, surpassing the typical growth expectation.

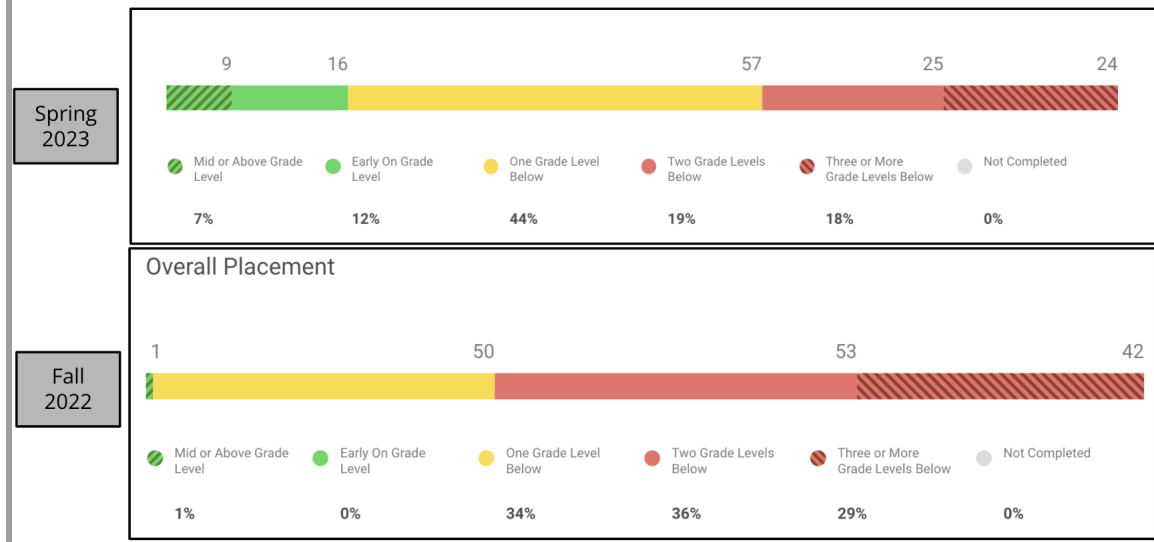
	<b>On Grade or Above Grade Level</b>	<b>One Grade Level Below</b>	<b>Two or More Grade Levels Below</b>	<b>Met Typical Growth</b>	<b>Met Stretch Growth</b>
<b>Beginning of Year</b>	8%	43%	49%	n/a	n/a
<b>Middle of Year</b>	18%	47%	36%	28%	8%
<b>End of Year</b>	31%	39%	30%	52%	24%



### K-8 iReady math diagnostic, 4 years continuously enrolled

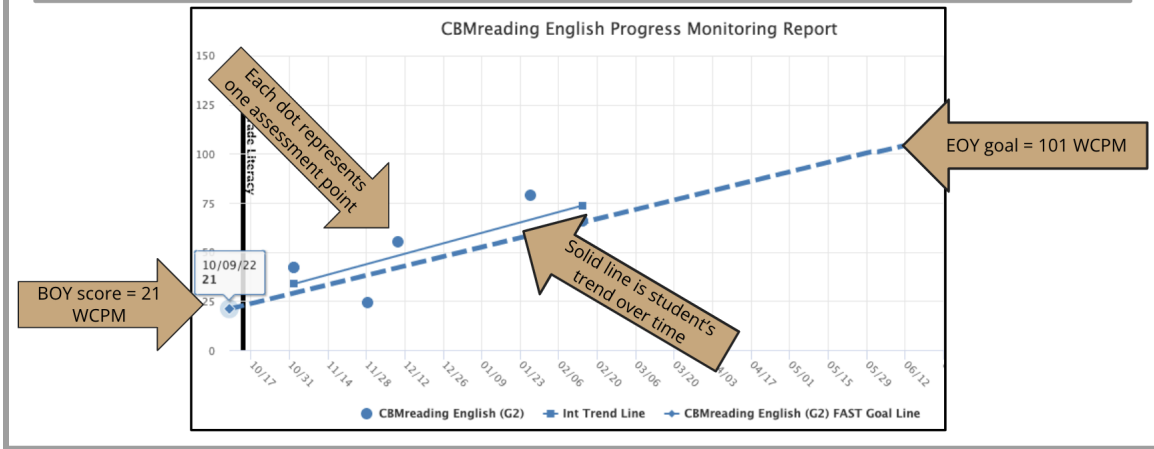


### K-8 iReady math diagnostic, EL Status



### K-3 Reading Progress Monitoring Implementation & Data

> New action in 2022-2023: all general education students in K/1st and students reading below benchmark in 2nd/3rd are being progress monitored on grade level FAST reading assessments by their classroom teacher. The Director of Curriculum & Instruction is facilitating ongoing data meetings with classroom teachers and reading interventionists to analyze progress monitoring data, discuss student progress, and facilitate collaborative problem solving.



Grade	Assessment (s)	Focus students for EOY	MOY Total # gen. ed. students	MOY # gen. ed. students with positive trend line	EOY Total # gen. ed. students	EOY # gen. ed. students with positive trend line
K	FAST Letter Sounds	*All gen. ed. students who scored below benchmark on winter screening	30	26	29	22
1	FAST Nonsense Words	*All gen. ed. students who scored below benchmark on winter screening	28	25	23	21
2	FAST CBM-R (oral fluency on grade level text)	*All gen. ed. students who scored below benchmark on winter screening	29	22	32	26
3	FAST CBM-R (oral fluency on grade level text)	*All gen. ed. students who scored below benchmark on winter screening	15	14	17	15

Students who were identified as being below the grade level benchmark for FastBridge reading assessments were progress monitored by their homeroom teacher throughout the year. The students showing positive trend line progress indicate that they are making positive growth toward the next benchmark target.

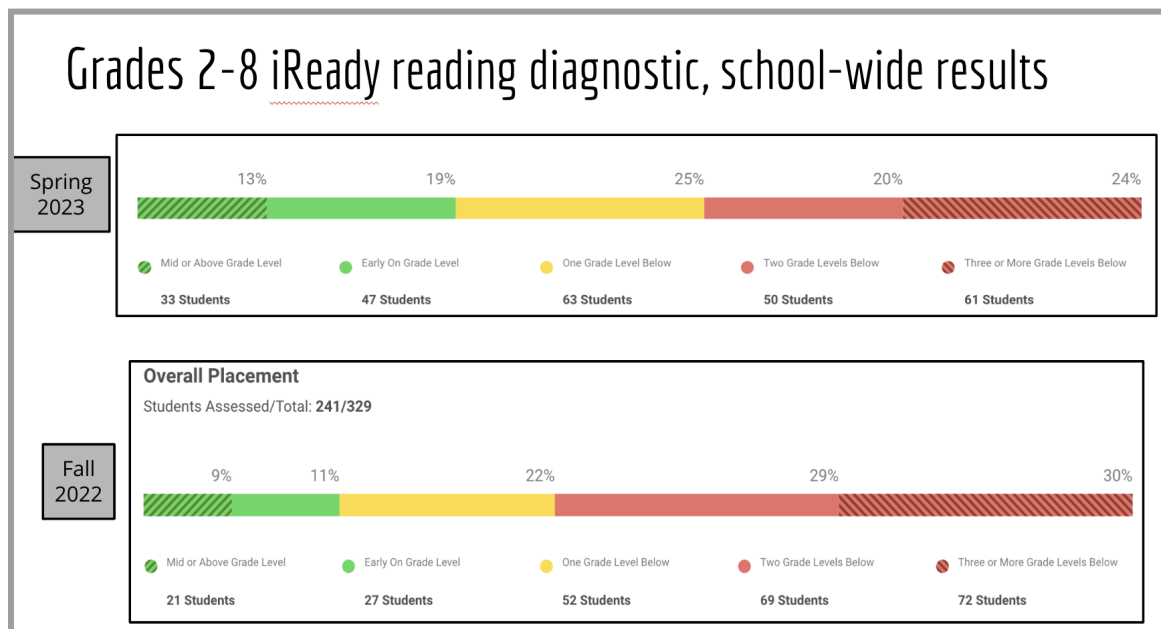
**iReady Reading Diagnostic Data**

In reading (grades 2-8), we began the year with 20% of our students testing at or above grade level. By spring, that number had increased to 31%. iReady calculates an expected growth target based on a student's starting point in the fall; 49% of NECP

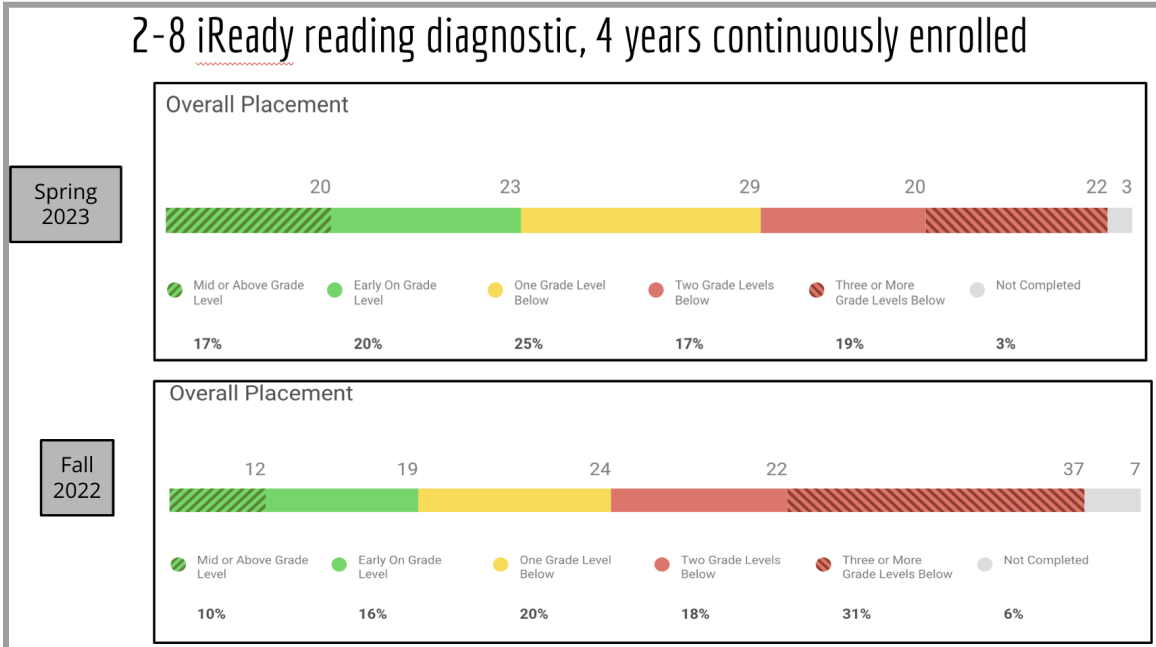


students met their predicted growth goal and 19% met their “stretch” goal, surpassing the typical growth expectation.

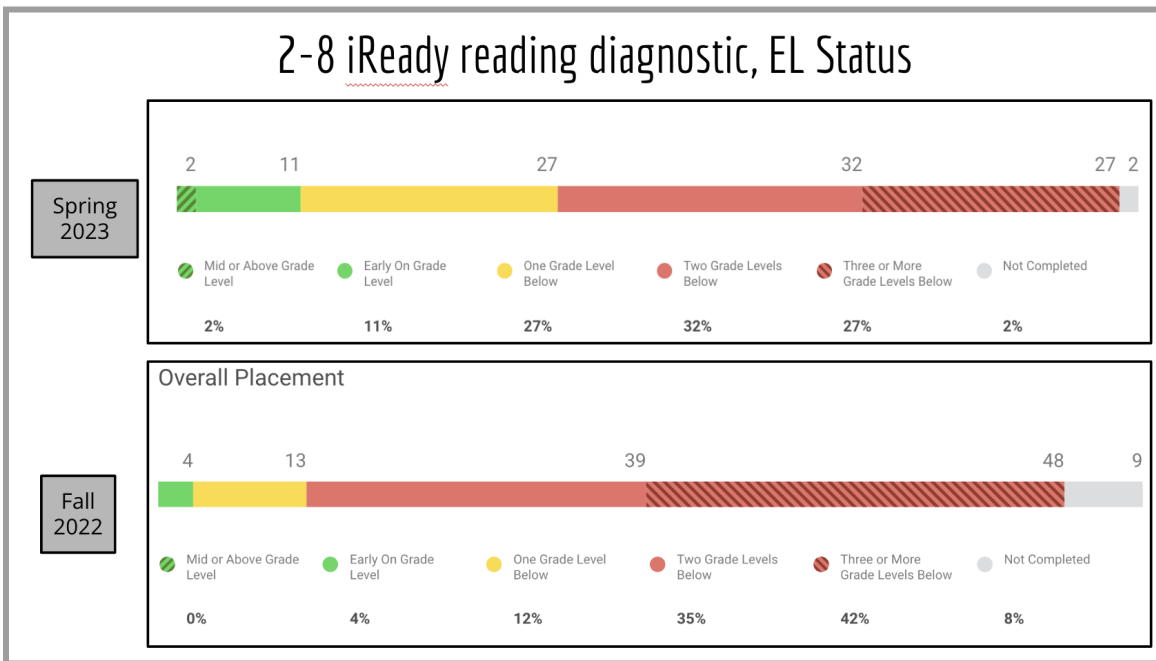
	On Grade or Above Grade Level	One Grade Level Below	Two or More Grade Levels Below	Met Typical Growth	Met Stretch Growth
<b>Beginning of Year</b>	20%	22%	59%	n/a	n/a
<b>Middle of Year</b>	24%	31%	45%	40%	14%
<b>End of Year</b>	31%	26%	43%	49%	19%



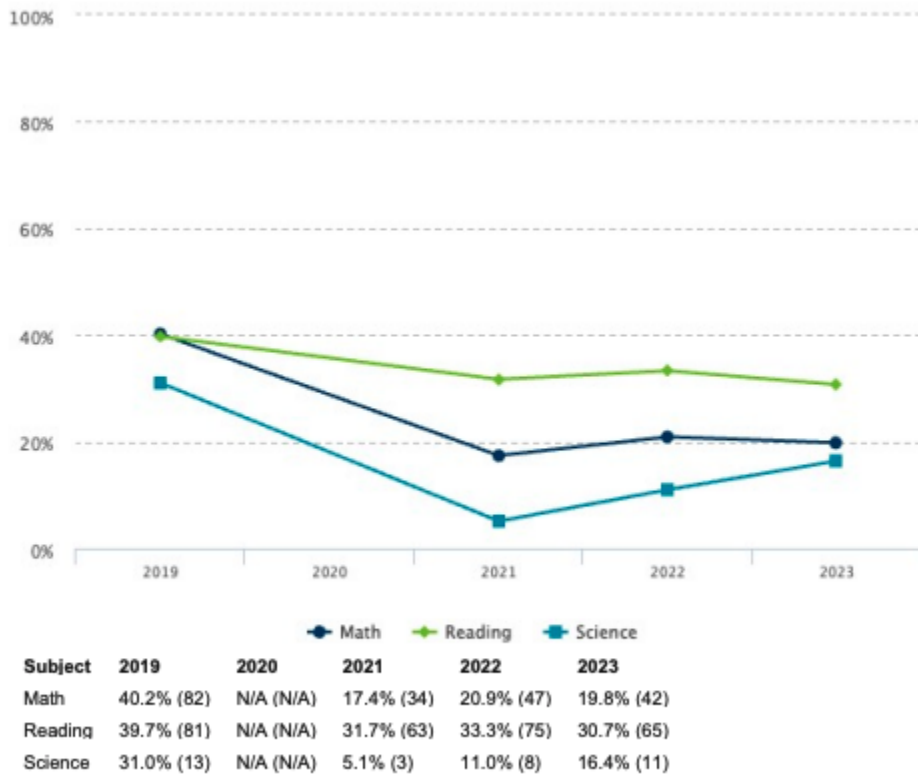
## 2-8 iReady reading diagnostic, 4 years continuously enrolled



## 2-8 iReady reading diagnostic, EL Status



**NECP MCA Scores (2019-2023)**

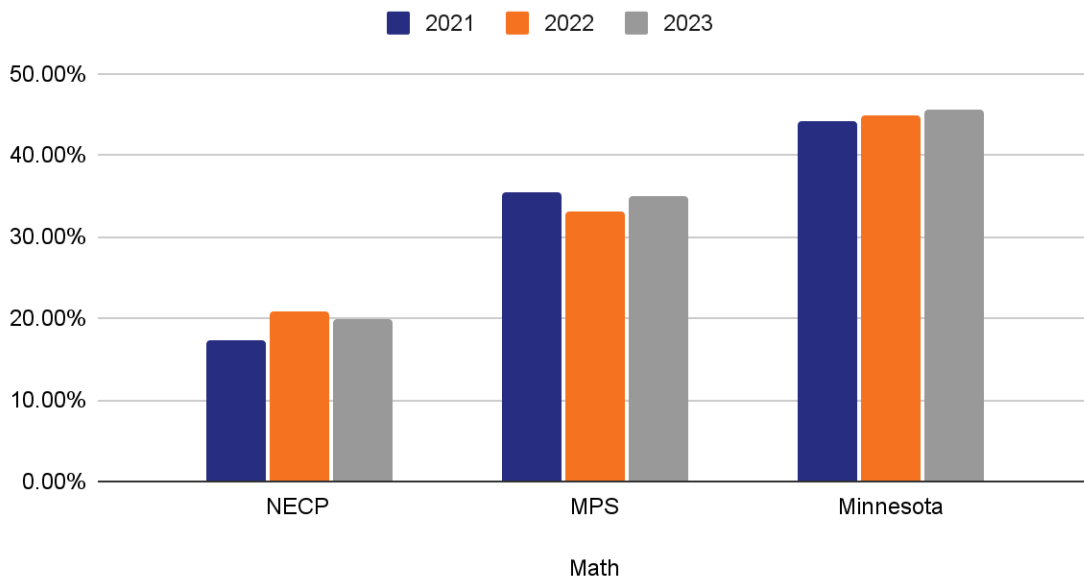


**MCA Scores (NECP - MPS - Minnesota) 2019-2023**

As a charter school, we often compare ourselves to our resident district as well as the state as a whole. In the past 3 years, NECP has scored lower than both Minneapolis Public Schools (MPS) and the state overall. However, NECP’s scores have stayed relatively consistent over time and have actually increased in science while MPS and Minnesota have seen declines in most areas.

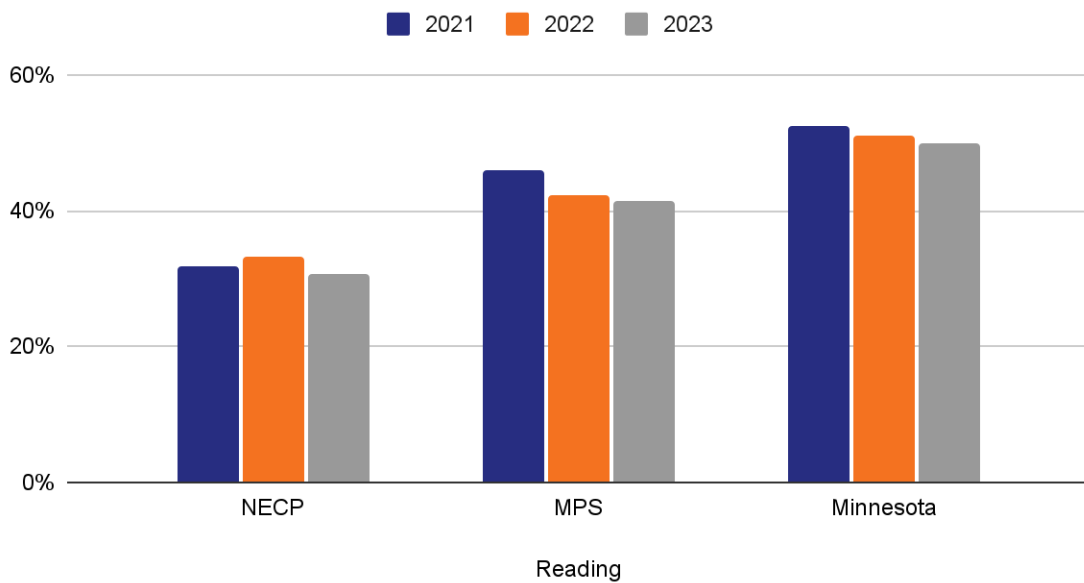
**Math:**

### MCA Math Scores



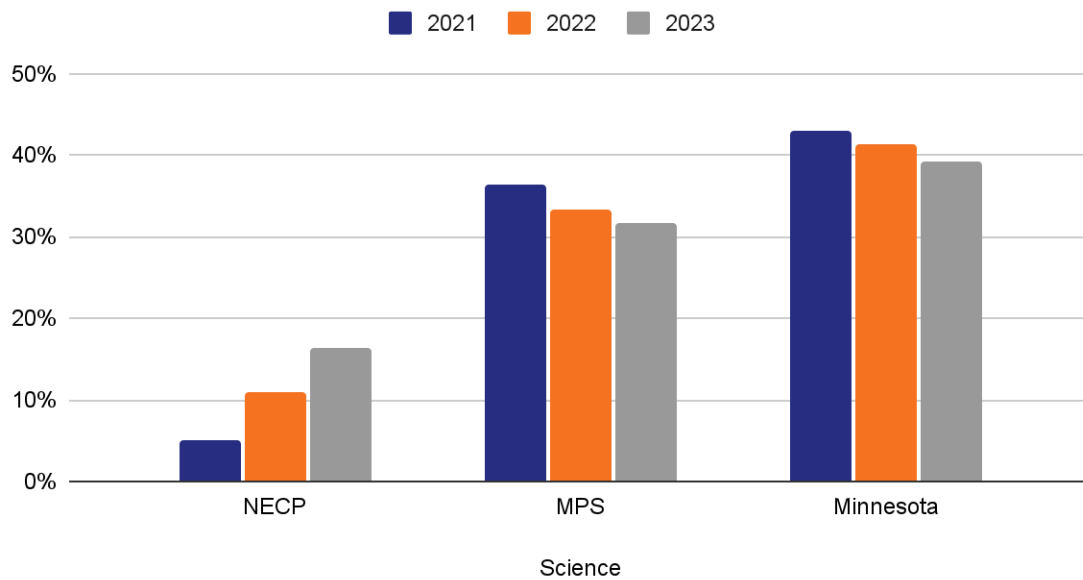
### Reading:

### Reading MCA Scores



### Science:

## Science MCA Scores

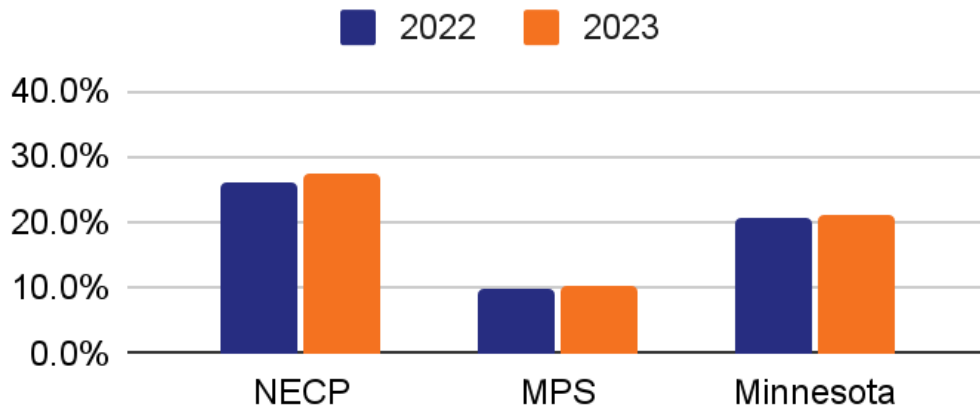


### MCA Scores (NECP - MPS - Minnesota) 2019-2023

Because MPS is such a large, diverse district, it is often helpful to compare subgroups of students to get the most accurate side-by-side comparisons. Below are examples of three subgroups monitored by NECP: Black/African-American students, students qualifying for Free/Reduced Price Meal benefits (FRP), and English language learners (ELL). When we take away as many variables as possible to have the most even comparison, NECP outperforms MPS consistently and is often even or higher than their statewide counterparts.

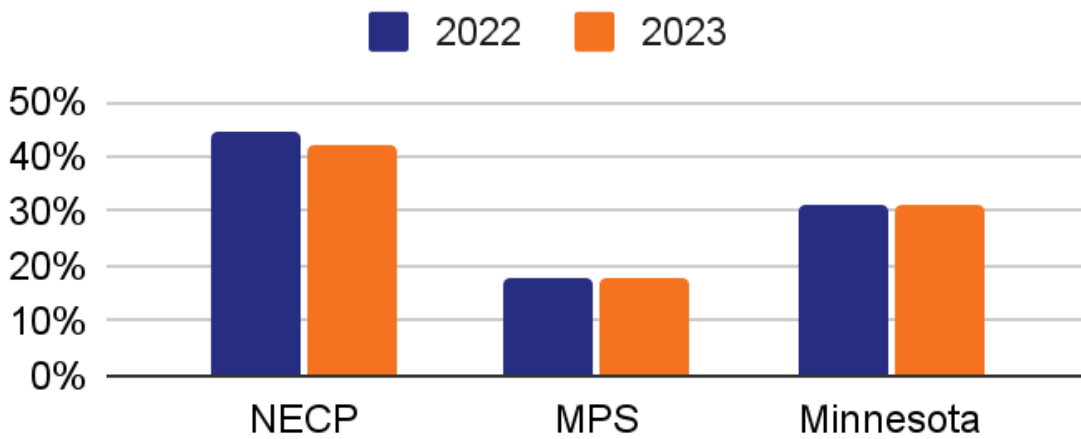
#### Sub Group Comparison - Black/African American Students:

## Math MCA Scores (Black/African-



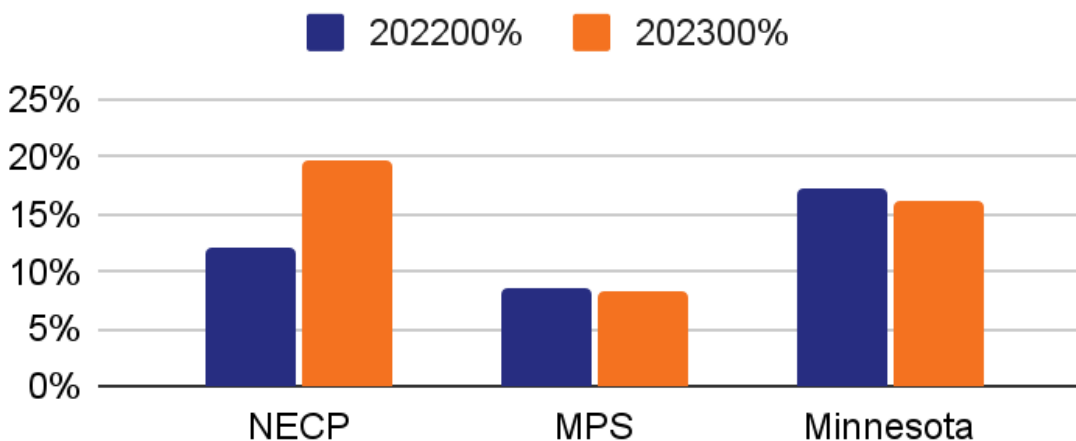
Math MCA Scores (Black/African-American)

## Reading MCA Scores (Black/African-



Reading MCA Scores (Black/African-American)

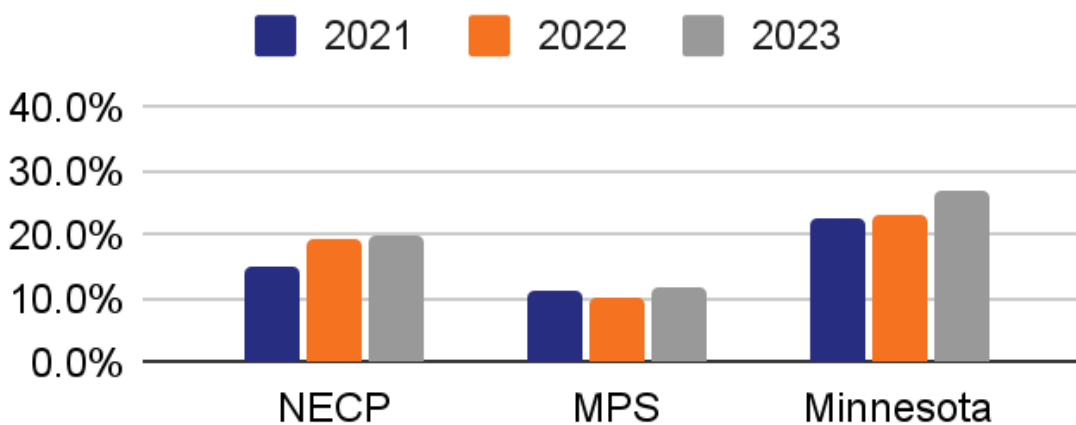
## Science MCA Scores (Black/African-



Science MCA Scores (Black/African-American)

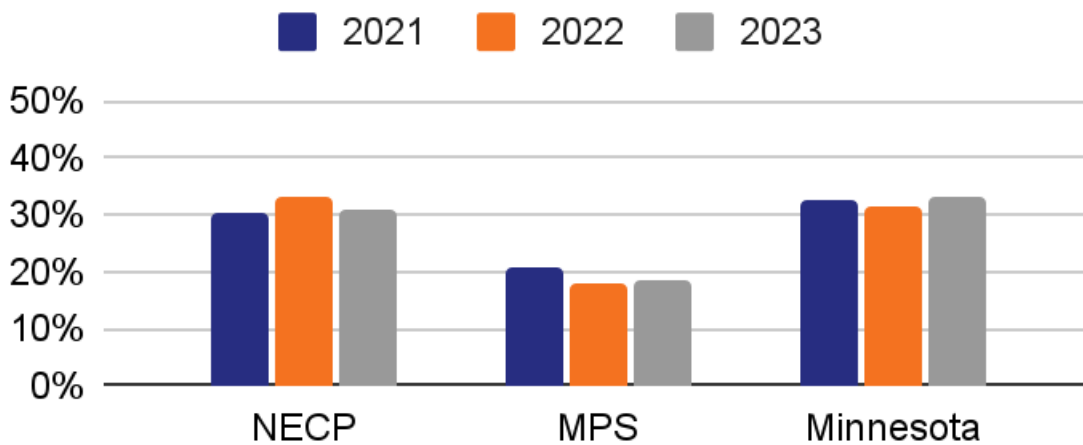
Sub Group Comparison - Free/Reduced Priced Meals Students:

## MCA Math Scores (FRP Meals)



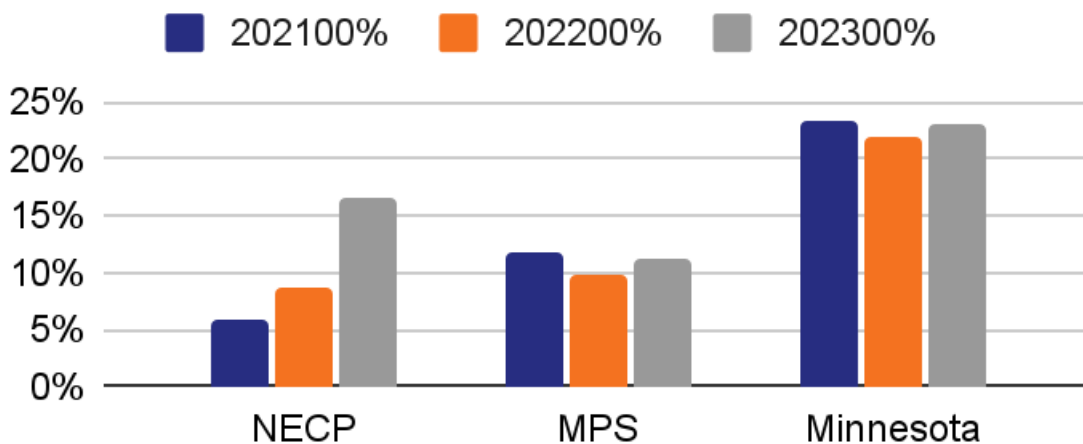
Math MCA Scores (FRP)

## Reading MCA Scores (FRP Meals)



Reading MCA Scores (FRP)

## Science MCA Scores (FRP Meals)

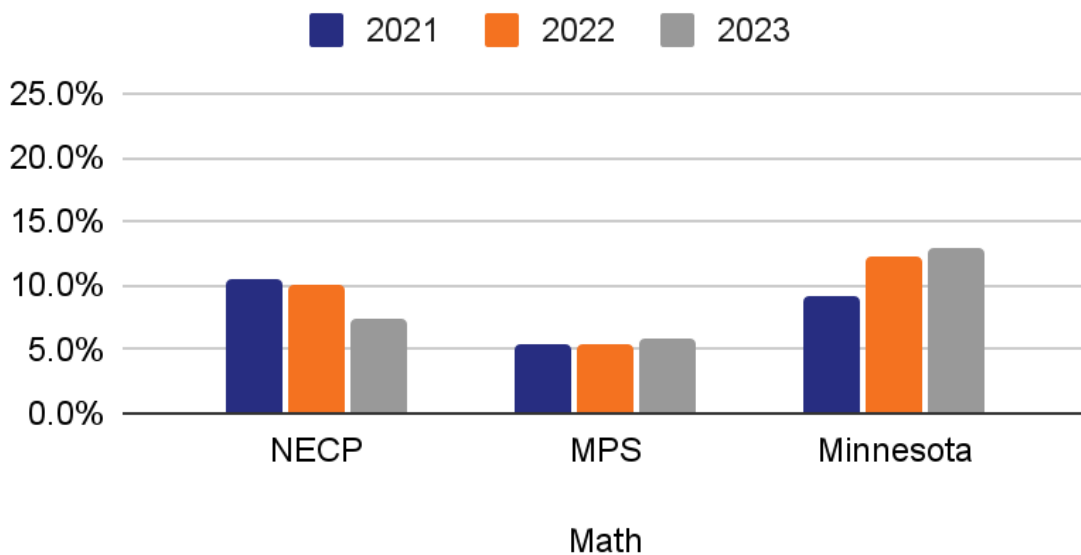


Science MCA Scores (FRP)

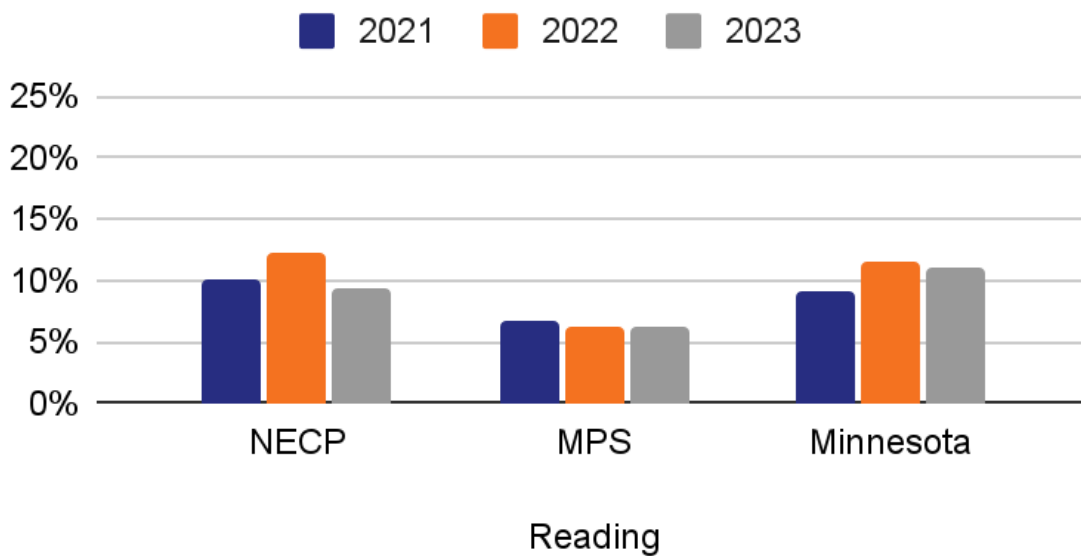
**Sub Group Comparison - English Language Learners:**



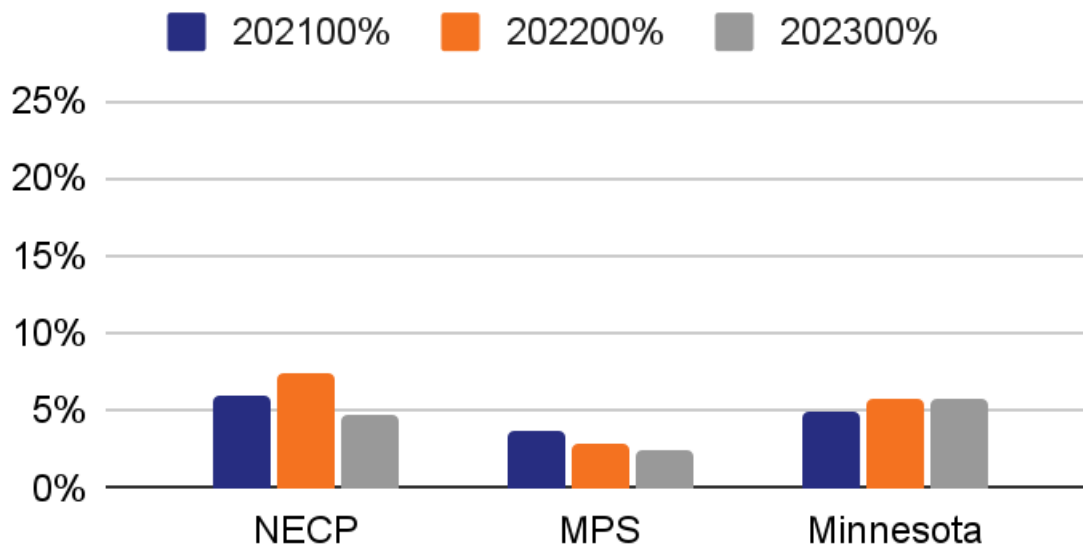
## Math MCA Scores (ELL)



## Reading MCA Scores (ELL)



## Science MCA Scores (ELL)



### **X. World's Best Workforce Reporting**

#### **1. All students ready for school**

School years 2021, 2022 and 2023, 90% of incoming kindergarten students will be screened with a kindergarten readiness assessment by September 15<sup>th</sup>.

	Met / Not Met	Results
2023	Met	100% of (34/34) students were screened.

#### **2. All Students in Third Grade Achieving Grade-level Literacy**

By the conclusion of the 2022 school year, at least 45% of students enrolled at the school since kindergarten will demonstrate third grade reading readiness. The School will identify students enrolled during this four-year period.

	Met / Not Met	Results
2023	Not Met	7/25 (28%)

#### **3. Close the Achievement Gap(s) Between Student Groups**

##### Reading Achievement Gap Reduction

By the conclusion of each school year 2021 and 2022, the School will demonstrate higher grade level and school-wide reading proficiency rates for

each student group publicly reported by MDE in 2019 than the Minneapolis Public School District and state average for same grades served.

Reading	Met / Not Met	Results	
2023	Met	<u>Black</u> NECP: 33.67% MPLS: 14.48% State: 28.09%	<u>FRP</u> NECP: 33.68% MPLS: 16.69% State: 31.41%

#### Math Achievement Gap Reduction

By the conclusion of each school year 2021 and 2022, the School will demonstrate higher grade level and school-wide math proficiency rates for each student group publicly reported by MDE in 2019 than the Minneapolis Public School District and state average for same grades served.

	Met / Not Met	Results	
2023	Partially Met	<u>Black</u> NECP: 21.76% MPLS: 8.02% State: 18.98%	<u>FRP</u> NECP: 21.57% MPLS: 10.45% State: 24.96%

#### **4. All Students Career- and College-ready by Graduation**

By the conclusion of each school year 2021 and 2022, 50% of students enrolled for four years at the School will demonstrate “meets” or “exceeds” proficiency on the reading MCA. The School will identify students enrolled during this four-year period and the method used to track student academic progress and achievement.

	Met / Not Met	Results
2023	Not Met	35.5% of students enrolled for four years achieved proficiency.

By the conclusion of the 2022 school year, 55% of students enrolled for four years at the School will demonstrate “meets” or “exceeds” proficiency on the math MCA. The School will identify students enrolled during this four-year period and method used to track student academic progress and achievement.

	Met / Not Met	Results
2023	Not Met	Proficiency: 24.8%

#### **5. All Students Graduate**

Not applicable

## **XI. Professional Development**

Meaningful, on-going, job-embedded professional development is a major focus for us every year. In addition to the top priority area of equitable data-driven instruction, additional professional development topics included the following areas: evidence-based reading instruction, English Language Development, Catalyst, and Welcoming Schools.

Topics over the 2022-2023 school year:

- Ongoing on alternating Wednesdays:
  - Professional Learning Communities for all teachers focused on strategies for English Language Development, with focus on building background knowledge, scaffolding for various levels of English learner students, & explicit vocabulary instruction
- 8/18/22 & 8/19/22: Catalyst training
- 8/22/22: all staff welcome, technology training
- 8/23/22: data meeting, lesson objectives training, Special Education overview
- 8/24/22: community agreements, behavior management training, social work overview, Fly Five SEL curriculum training
- 8/26/22: all staff retreat
- 8/29/22: teacher coaching check-ins & goal setting
- 8/30/22: SIPPS curriculum training
- 8/31/22: classroom management practice & feedback sessions, Catalyst para training
- 9/28/22: body breaks training for paraprofessionals
- 9/30/22: Catalyst small group training
- 10/24/22: Catalyst small group training, Welcoming Schools training, Special Education training (Specific Learning Disabilities), CPI training
- 1/11/23: behavior problem-solving training for paraprofessionals
- 3/17/23: Special Education training (EBD, ASD, ADHD)
- 5/10/23: behavior problem-solving training for paraprofessionals

## **XII. Parent Satisfaction**

Northeast College Prep was founded by consulting with a core group of parents in the preoperational year and our commitment to parent satisfaction has remained a priority since the school opened in 2014. Our number one way to recruit students is and always has been our current families spreading the word to families they know. In the first five

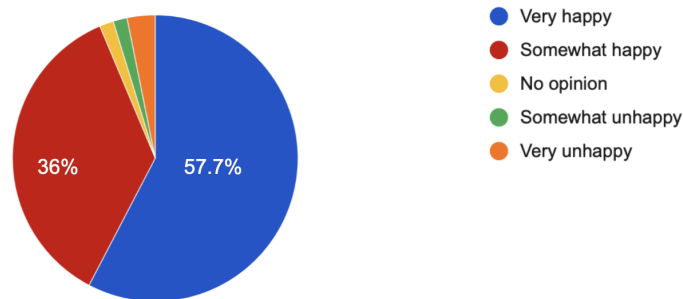
years as a school, our staff did home visits with their students within the first month of school to build a strong home-school connection and the commitment to strong family-school connection remains a priority.

During the 2022-2023 school year, two NECP staff participated in a year-long “Learning Heroes” national cohort to learn best practices around family engagement. Out of that learning, an “Action Team” was created. One of the projects undertaken by that team was reworking how we get family input, including through the annual survey.

In February of 2023, we exponentially increased our family responses on the annual survey. First, we reconfigured distribution of the survey so each family only completed one per family, instead of one per student. There was a digital and paper version option which increased participation for families who were more comfortable with one medium. Instead of just translating it into many languages, we also had the interpreters who were on campus for conferences available to help orally translate and record the survey results. All of these things made it easier for families to complete the survey while they were waiting to talk to their students’ teachers at family conferences. The survey responses increased from 11 respondents in 2021-2022 to 190 in 2022-2023. The following data shows the parent satisfaction data at NECP during the 2022-2023 school year.

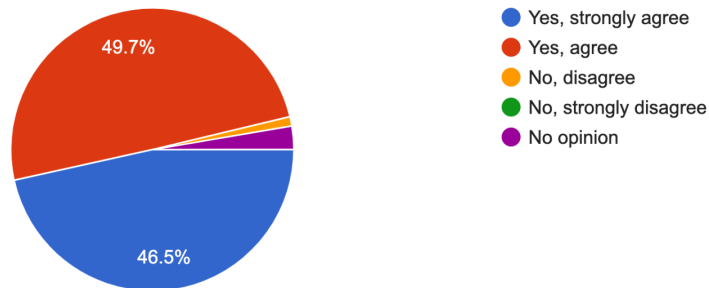
#### How happy is your child at Northeast College Prep?

189 responses



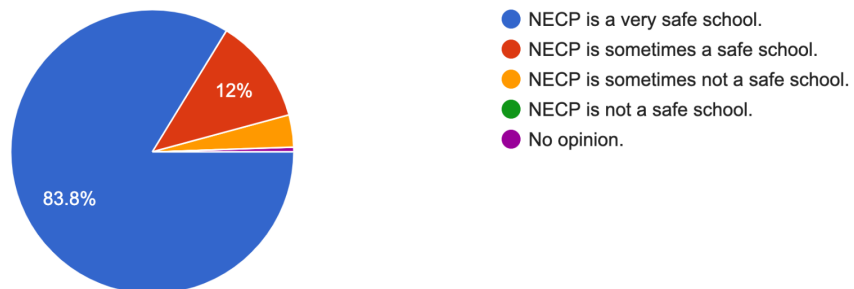
Do you agree with this statement: "My child is receiving an excellent education at Northeast College Prep?"

187 responses



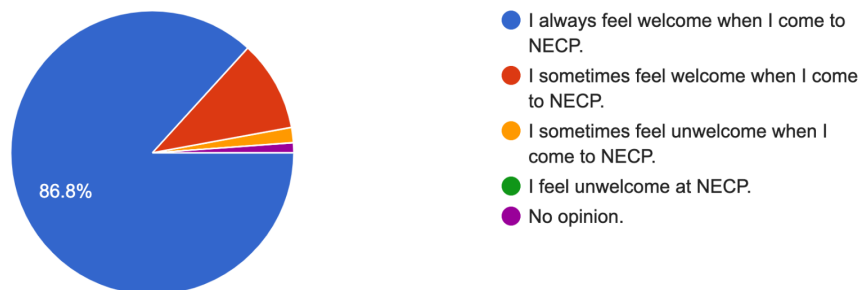
How safe is your child at Northeast College Prep?

191 responses



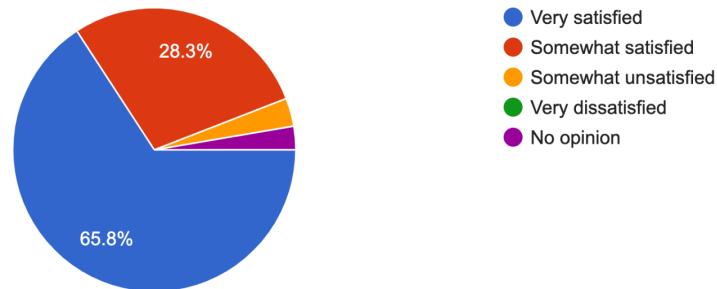
How welcome do you feel at Northeast College Prep?

174 responses



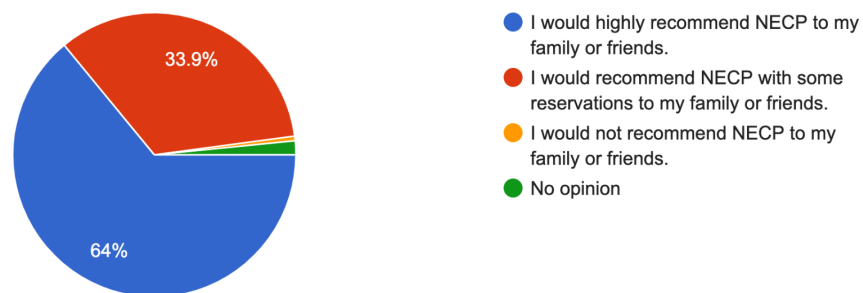
### Overall, how satisfied are you with Northeast College Prep?

187 responses



### Would you recommend Northeast College Prep to your family or friends?

189 responses



## **XIII. Innovative Practices**

We believe that our combination of programs (rigorous academics, social-emotional learning, 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 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 lunch.

Another novel aspect of our school model is our language instruction. 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 their academic success and their English language acquisition. Because 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, our model of offering Spanish and Arabic strongly aligns with the research recommendations for success in our student population. English, Spanish and Arabic are three of the four most widely spoken languages in the world so students learning these languages will have access to many opportunities.

#### **XIV. Major Accomplishments in 2022-2023 and Future Plans**

##### *Accomplishments:*

- New organizational structure eliminating two Directors (School Director and Executive Director)
- Dunn Livery transportation company moves out of lower level. Kids in Need Foundation, Every Meal, SECIA and Access to Books for Children non-profits move in to the lower level
- Co-founder Carl Phillips left the school at the end of the 21-22 school year and Brenton Shavers was hired as Executive Director only to resign in November.
- Erika Sass became the Executive Director and Northeast College Prep launched a search which resulted in the hiring of Andrea Halverson as Executive Director starting in July 2023.
- With regard to finances, unexpected transportation costs associated with managing students around COVID in the 2021-2022 school year and realized in August 22, a decrease in compensatory funding due to not receiving free and reduced lunch forms during distance learning, a dip in enrollment, and a long time tenant moving out in fall of 2023 created a difficult start financially to the school year. However, with creative solutions, the school went from a major deficit to ending the school year significantly in the black and meeting both bond covenants.
- ACES, a social-emotional learning and math tutoring program for 4th - 8th graders, hosts both virtual and in-person options for students. This is the third year NECP is partnering with ACES.
- Bridges math curriculum is implemented in grades Kindergarten - 3rd.
- This is the first year that Northeast College Prep has had a graduating class with students who have attended Northeast College Prep since Kindergarten. The first class of Kindergarten students in our first year of 2014-2015 graduated as eighth graders in the spring of 2023.



### *Future Plans:*

The 2023-2024 school year will be Northeast College Prep's tenth school year. Northeast College Prep is ready to start a Pre-Kindergarten program in the near future for students who are not yet 5 years old prior to September 1st. With our diverse student population, this will help all students get the skills needed to be ready for Kindergarten including learning English and learning how to work and play with students in a classroom who are similar to and different than they are. Having students start at Northeast College Prep as four year olds will better prepare the students for success throughout their educational career. Additionally, it will help with lower grade enrollment numbers as many if not all of the Pre-Kindergarten students will become Kindergarten students the following year.

As our enrollment increases and returns to pre-pandemic levels over the next few years, Northeast College Prep plans to expand into the lower level of our building and move our middle school program there. This will allow there to be at least two sections per grade and allow the middle schoolers to have a separate space for most of their day (sharing space when they come upstairs for specialist classes). Currently, there are three middle school teachers (English, Math and one teacher who teaches both Science and Social Studies). The plan is to add another section of middle school students so there will be four teachers (English, Math, Science and Social Studies) so the Science and Social Studies teachers can focus on one content area and our middle school will increase to about 100 students.

In the 2023-2024 school year, students' specialist classes will include: Spanish, Arabic, Art and Physical Education. Future plans for additional specialists may include music, theater and/or technology.

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

### 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 to 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)

Effectively implementing 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 children 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.

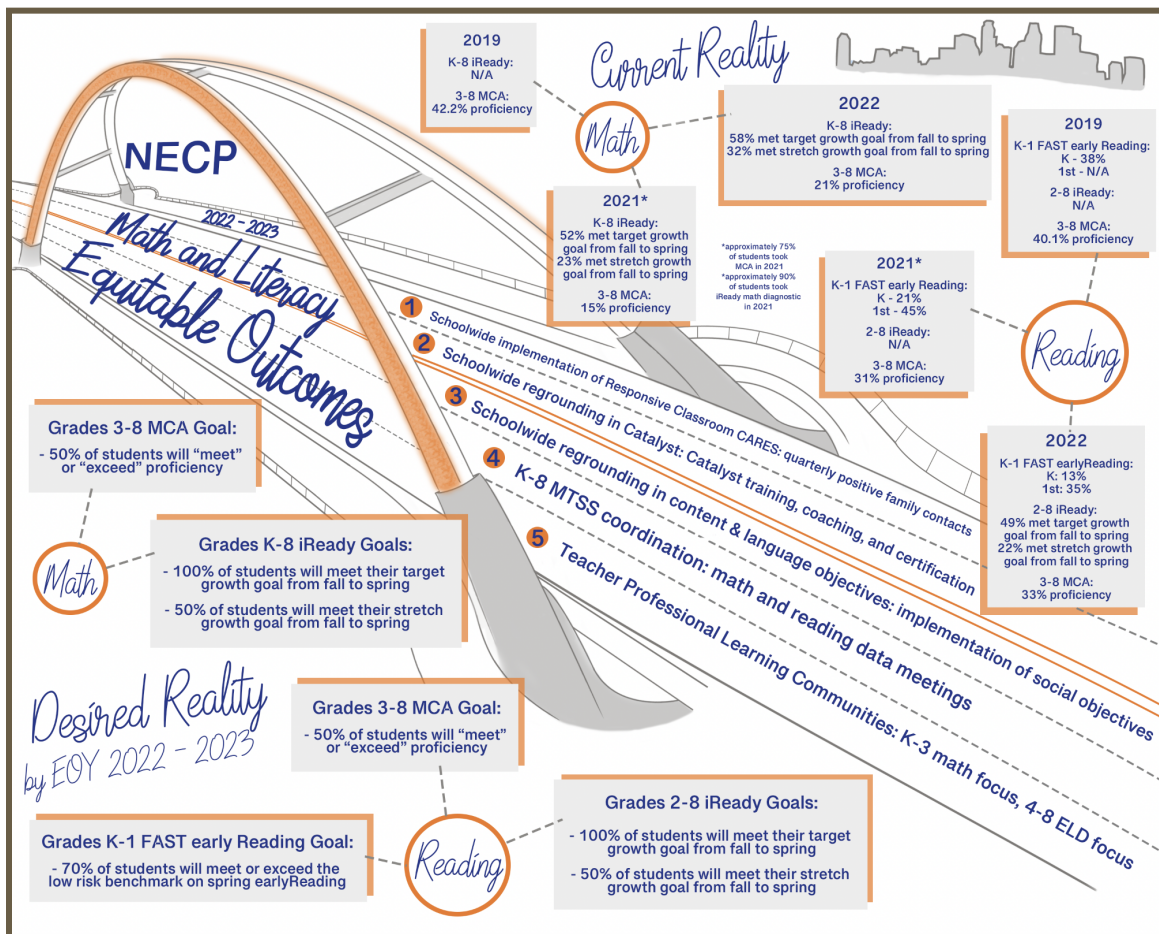
(SMART Goal)

Effectively implementing 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)
  - English Language Development, with focus on building background knowledge, scaffolding for various levels of ELL students, & explicit vocabulary instruction

(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).



**XVI. Authorizer Contact Information**

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