



The Best Academy Annual Report 2015-2016

School Year

Unleashing Potential Transforming Community



AUGUST 20, 2017
THE HARVEST NETWORK OF SCHOOLS

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Introduction

From the dual visions of Dr. Ella Gates Mahmoud and Eric Mahmoud, in 1985 SEED Daycare, Inc. became a licensed, home-based childcare program emphasizing the children's culture through daily rituals, stories, field trips, and activities for children ages 3-5. Since 1985, SEED Daycare has helped to educate and instill a spirit of pride and desire for learning in over 750 children. After the success the Mahmoud's experienced with SEED Daycare, the logical progression was to establish an elementary school in order to harvest the seeds they planted.

In 2008, Best Academy was established to address the unique educational needs of African American boys. By separating the boys from the girls, the intent of Best Academy was to address the unique learning styles of boys. However, the same year that the Best boys program was created parents asked that a program for girls be developed as well. That same year Sister Academy was established. Sister Academy, which stands for Sisters in Science, Technology, Engineering, and Rx (medicine), is an all-girl, 5-8 program.

In 2009, members of the East African Somali community in Minneapolis approached the founders, Eric and Ella Mahmoud, and asked them if they would consider starting a program to meet the unique cultural and academic needs of their burgeoning English Language Learner (ELL) community. In 2010, Best Academy East was started to meet this need.



School Information

Contact Information

Fatou Diahame, Best Academy Principal

2131 – 12th Avenue North Minneapolis, Minnesota 55411

612-876-4056

fdiahame@thebestacademy.org

www.thebestacademy.org

Hashim Yonis, Best Academy East Principal

1300 Olson Memorial Highway Minneapolis, Minnesota 55411

612-876-4105

hyonis@thebestacademy.org

www.thebestacademy.org

Grades Served

Best Academy serves grades K-8.

Year Opened

Best Academy was opened in 2008.

Mission and Vision:

At Best Academy, the mission and vision of the school are embedded into the day-to-day activities of the school curriculum.

Our mission is to instruct, empower, enable and guide Scholars to achieve superior academic, social and moral development. And our vision is to use education as a lever to change the socio-economic trajectory of north Minneapolis.

Program Description

Best Academy uses an educational model patterned after high-performing public schools. It is built around five essential questions, taken from Richard Dufour's book, Learning by Doing. Schools that have answered these five essential questions have demonstrated success serving children from low-income backgrounds.

1. What do my students need to know and be able to do?
2. What are the most effective ways to teach what they need to know?
3. How do I know that they got it?
4. If they didn't get it after I taught it, then what?
5. What if they have already mastered the material before I taught it?

To answer these five questions, Best Academy uses the Gap-Closing Framework. It is designed from the inside out and organized around a set of concentric rings. Because student achievement is the sine qua non of teaching, student achievement is found at the center of the ring. Because

the greatest lever that influences student achievement is teaching, the teaching ring is placed in symbiotic relationship with the core of the framework, with student achievement. The teaching ring is composed of (a) Planning, (b) Teaching and Re-teaching, (c) Assessment, (d) Reflection and Student Support Systems (abbreviated as S3). Everything in the middle and outer rings supports teaching and learning. The middle ring of administration, supports teaching. The administrative ring is composed of Instructional Leadership, Formal and Informal Observations, Instructional Coaching, and Data Analysis and Coaching. The outer ring, which supports teaching and administration, consists of the academic and operational supports that ensure the most effective teaching and administration. It is composed of School Culture, Operations, Bell to Bell (class time), the Daily Schedule and the (yearly) Calendar.

Authorizer Information

The authorizing mission of the Audubon Center of the North Woods (ACNW) Charter School Division is to provide superior oversight, evaluation, feedback and strategic support to its authorized schools resulting in the increased academic, financial, operational and environmental education performance of each school.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Best Academy’s contractual relationship with Audubon Center of the North Woods began with a common belief that focuses, on stewardship and promoting a connection and commitment to the natural environment. It is our goal that every student leaves Best Academy with a better understanding of the world around them and how they can have an impact on the environment.

David Greenberg, Director of Charter School Authorizing
Audubon Center of the North Woods
Charter School Division
43 Main St. S.E., Suite #507
Minneapolis, MN 55414
612-331-4181
www.auduboncharterschools.org

Implementation of Primary and Additional Statutory Purposes

The Best Academy's statutory purposes as identified in our school's contract with Audubon Center of the North Woods are as follows:

1. Our primary statutory purpose is to improve all pupil learning and all student achievement. And we are able to execute our purpose by implementing the following practices:
 - a. Determining what children need to know and be able to do at each grade level
Provide the most effective teaching methods to teach what they need to know
 - b. Create robust and frequent assessments to determine if they got it after it's taught
 - c. Provide effective interventions if students didn't get it
 - d. Cultivate a growth mindset in students

2. The secondary purpose of Best Academy 's educational program is to: Create new professional opportunities for teachers. Best fulfills its secondary purpose by, providing teachers with more professional development time than the typical MN school
 - a. There is 10 days of pre-service training for new teachers
 - b. There are weekly professional development opportunities
 - c. Every 6 weeks there are 2 days devoted to data analysis

Student Enrollment & Demographics

STUDENT ENROLLMENT

The student enrollment at Best Academy has been one of our many great successes. Enrollment has been on a constant upward trajectory and we have estimated that it will continue to increase the following year due to stronger recruitment efforts. The table below shows Best’s enrollment trend data.

Number of Students Enrolled			
Grades	2014-15	2015-16	2016-17 (est.)
Kindergarten	71	62	85
1st Grade	58	83	85
2nd Grade	83	70	85
3rd Grade	54	63	85
4th Grade	56	60	85
5th Grade	116	123	135
6th Grade	82	113	135
7th Grade	78	71	120
8th Grade	60	79	60
Total	658	724	875
<i>Total ADM (Average Daily Membership) for year</i>	628	690	830

STUDENT DEMOGRAPHICS

Best Academy is a public charter school district that serves around 320 K-4 students. As a public charter we are open to all students regardless of ethnic background or economic status. Most scholars are African American and low-income; almost all will be the first in their families to attend college. The students who attend Best Academy come from the surrounding communities of Minneapolis, Brooklyn Park, Brooklyn Center, and parts of St. Paul.

Demographic Trends			
	2014-15	2015-16	2016-17 (est.)
Total Enrollment	658	724	875
Male	384	442	525
Female	274	282	350
Special Education	91	82	96
English Learners	246	294	350
Free/Reduced Priced Lunch	610	638	787
Black, not of Hispanic Origin	656	716	864
Hispanic/Latino	2	6	7
Asian/Pacific Islander	0	0	2

American Indian/Alaskan Native	0	0	0
White, not of Hispanic Origin	0	2	2

Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

	2013-14	2014-15	2015-16
Overall Student Attendance Rate	95%	95%	95%

Overall, the data shows consistent performance in student attendance, averaging around 93% each year. Survey data shows that parents love the academic rigor and the culture at Best. In addition, we strongly believe that these two elements contributed significantly towards the success of student attendance.

STUDENT ATTRITION

Historical data shows that Best has a relatively low student attrition rate. As noted above our families have stayed with us because they love the academic rigor and the culture at Best Academy. Our strong focus on academic excellence has proven to be the best strategy for keeping families at Best.

Percentage of students* who were continuously enrolled between October 1 of the 2014-15 school year and October 1 of the 2015-16 school year.	72%
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Percentage of students* who continued enrollment in the school from Spring 2015 to October 1, 2015.	82%
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STUDENT MOBILITY

Best Academy also has a relatively low mobility index. Our data shows that the main reason behind students transferring out during the school year was relocation and or changes in family circumstances.

Percentage of students who were enrolled for 95% or more of the 2015-16 school year.	86%
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Percentage of students who were enrolled for 95% or more of the 2014-15 school year.	73%
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Percentage of students who were enrolled for 95% or more of the 2013-14 school year.
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75%

Educational Approach & Curriculum

OUR CURRICULUM AND APPROACH

As noted above, Best Academy’s educational approach and curriculum is to fulfill its primary statutory purpose; improving all pupil learning and all student achievement. All schools in the Harvest Network have an instructional program and curriculum designed to provide strong support to students to develop creativity, critical thinking and problem solving skills. The comprehensive K-5 curriculum engages and motivates students and is strongly aligned to state standards and the HNS mission. We do this by implementing rigorous standards in core content; reading, mathematics, science, and social studies. Best Academy, like all the schools in the Network use the 5 Gaps™ approach developed by Founder Eric Mahmoud to address the achievement gap. We also use an educational model patterned after high-performing public schools. It is built around the five essential questions taken from Richard Dufour’s book, *Learning by Doing*.

SPECIAL EDUCATION PROGRAMMING

A student that requires mental health services outside of the scope of the student support services is referred to outside resources by the School Social Worker and School Counselor with the assistance of the



School Psychologist that provides on-site mental health services. The student is referred offsite once the student has completed 4-6 individual sessions with the onsite School Psychologist. If the student is registered with our collaborative partner, Northside Achievement Zone, the Behavior Navigator is also a consulted as a part of the team decision making. For students with special needs the schools maintains weekly records for academic progression, weekly assignments and growth charts while using pacing charts for lesson presentations. There are also data meetings to determine strategies and plans for continued academic growth and strategies.

THE ENGLISH LEARNERS PROGRAM

Our goal for our English Language Learners is that they learn English language skills that will help them access general education lesson content and eventually test out of ESL services. The majority of our English Learners are Somali students attending Best Academy East. Our objective is to provide two-to-three hours per week of direct ESL services, supplementing the general education literacy curriculum with a separate literacy curriculum, *Avenues*. For students who are new to the United States and have no English proficiency, we have a special Newcomer program where students receive 1-1.5 hours of services every day, more than double the services of other ELL students. The Newcomer program has its own curriculum, which focuses on communicative competency and literacy skills.

Teacher supports

In addition, the Best Academy has also addressed the challenges of raising student proficiency in Reading, Mathematics, and Science by offering more professional development opportunities for teachers. We recognize that while many of our teachers have passion and grit they might not all have many years of experience and for its particular reason we have broadened the professional development opportunities available to teachers. Teachers receive on-going professional development in the following areas:

- Professional development is provided for all staff in data-driven decision making process and data coaching
- Professional development training and coaching is provided for all staff in Math, Science and Reading, social studies and student support areas (special education, academic and behavior interventionist etc.)

Lastly for the past few years, Best Academy has partnered with Big Brothers Big Sisters, the Girls Scouts of America as well as NAZ. It is our hope that these added supports will not only provide a greater support system to our students through mentorship and greater access to economic resources but also as a way to advance student achievement and close the achievement gap in Minnesota once and for all.

Innovative Practices & Implementation

The innovation and the uniqueness of our School is embedded within the HNS Aspirational & Cultural Values which also aligns with our school's mission.

After school and/ or summer program

The After School "ALC Program" provides extra support in reading and math coursework. The program provides math and reading intervention courses. Two days are spent on reading and two days on math. Each content area has a small group instructional day and an individualized computer day. There are three main components to the after school program:

- Reading and Math Fluency practice
- Small group direct instruction in math and reading
- Individual software support assigned to scholars

Each program location has computer labs for scholars. Scholars will use math and reading software two days of the week and will engage in small group direct instruction. We will provide snack or dinner prior to dismissal.

After school programming focuses on “learning gaps,” specifically identified by the MAP data for scholars in reading and math; this is differentiated from the regular school day, which is focused on teaching grade-level standards. Students are identified for the program based on MAP math and reading data and baseline assessments taken in classrooms. Technology to be utilized includes: *I Can Learn*, *Accelerated Math and Reading*, *IXL*, and *Moby Max*. The intake process involves: a) Parents being notified of the assessment data; b) Teachers drafting a Continual Learning Plan (CLP); c) CLP is discussed and agreed to at parent conferences in September; d) Parent signs the CLP and after school ALC permission slip; and e) Scholar begins program.

The program incorporates many best practices elements, including a 15:1 scholar/teacher ratio (max of 22:1), high-quality staff development during the week of September 15, 2015 focused on math and reading interventions, and technology supports. We place special emphasis on hiring staff that love and care for our scholars and places their academic success and social/emotional health first and foremost. Our vision is for every scholar to be at or above grade level, making steady and demonstrable progress towards that goal.

Extended Year Program

There are 180 school days, constituting 1,503 hours for the current school year. The exhibit in the attachments section contains the school calendar showing the monthly schedule and total number of instructional days. The “traditional” school year of 180 days, with a 6.5-hour school day, provides insufficient learning time to cover all of the benchmarks and standards that students are expected to learn. Consequently, at Harvest Prep, both the school year and school day have been expanded. This ensures sufficient learning time and thus maximizes student achievement. It reflects an emphasis on the fundamental question, what do students need to maximize achievement. Harvest Prep worked backwards to make sure that all of the supports, systems, and structures were in place to meet those needs.

Academic Performance: Goals & Benchmarks

Progress on ACNW Contractual Academic Goals & WBWF Alignment

World’s Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.

- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Indicator 1: Mission Related Goals

Goal:

1. *From FY15 to FY19, the average of the annual percentages of students eligible for Fun Friday celebration using the school-wide behavior management system will be at least 70%.*
2. *Over the course of the 5 year contract period, Best Academy will reduce the number of suspensions by 10% each year or a 50% reduction over 5 years from the baseline of 163 suspensions. Enrollment increases will be taken into account in suspension reduction*

- **WBWF Goal Areas Addressed by this Goal: ACG**

- **Key Measures & Results for this Goal:** This is a growth area for the school and an area that will need to be revisited when goals are revised with ACNW. This particular goal area was not meet at 70% last year. The consistency of Fun Friday was sporadic among classrooms.

Indicator 2: English Language Learner

Goal: *The school does not have a contractual goal in this indicator area*

- **WBWF Goal Areas Addressed by this Goal: AGC, CCR, GRAD**

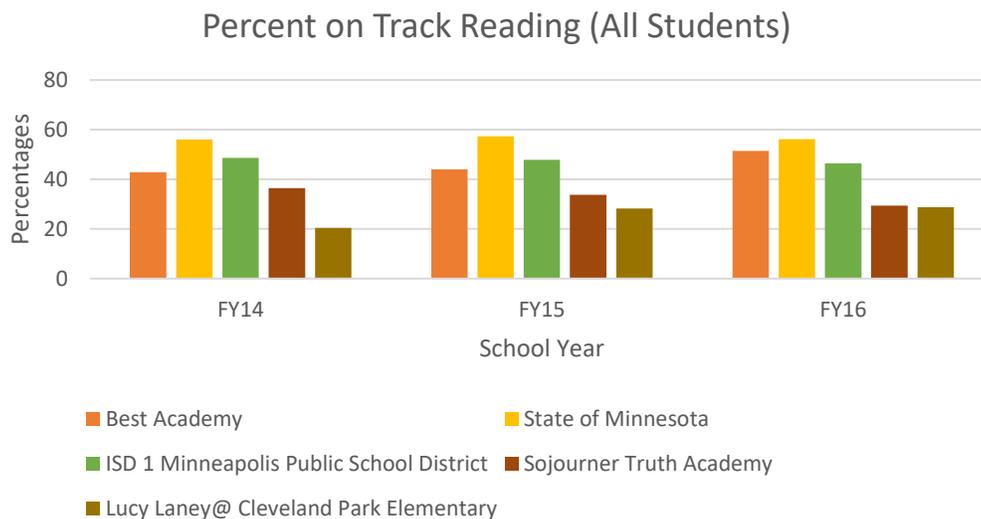
- The school's performance on the AMAO Progress toward English Language Proficiency is over 10.0 percentage points or higher than the State Progress Target in both years; the school's performance on the AMAO Attainment of English Language Proficiency met the State Attainment Target. The school demonstrated strong performance on this indicator in FY16, and substantial improvement from FY15. The school exceeded the state AMAO target for progress for English learners as measured by the ACCESS assessment by over 25 percentage points in FY16 and by nearly 12 percentage points in FY15. While the school did not meet the AMAO target for proficiency in FY15, the percentage of students attaining proficiency as measured by the ACCESS assessment increased by over 10 percentage points in FY16, meeting the state attainment target for the year.

Indicator 3: Reading Growth

Goal: For each year during the contract period, on average 65% of all students tested in the fall and spring will meet expected fall to spring growth targets as measured by the NWEA MAP reading assessment.

- **WBWF Goal Areas Addressed by this Goal: AGC, CCR, R4K, RG3, GRAD**

- **Key Measures & Results for this Goal:** The school did not perform well on these target areas. Although reading scores were predicted to be higher throughout their year, they did not disseminate that way on the final MCA assessment. On state accountability tests, the school had positive average growth z-scores at both sites in FY16, increasing from negative z-scores in the previous years. This indicates that on average students are meeting expected growth targets on MCA series assessments. Additionally, the school’s “on track for success” rate increased by about 9 percentage points from FY14 to FY16, which is higher than the rates of the Minneapolis school district and the two comparison schools. The school’s FRP and EL student groups demonstrated similar performance, and additionally outperformed their peers at the state level. The school’s Special Education student group’s on track rate increased by about seven percentage points, and was analogous to that of the district and greater than the rates of the two comparison schools. Additionally, the

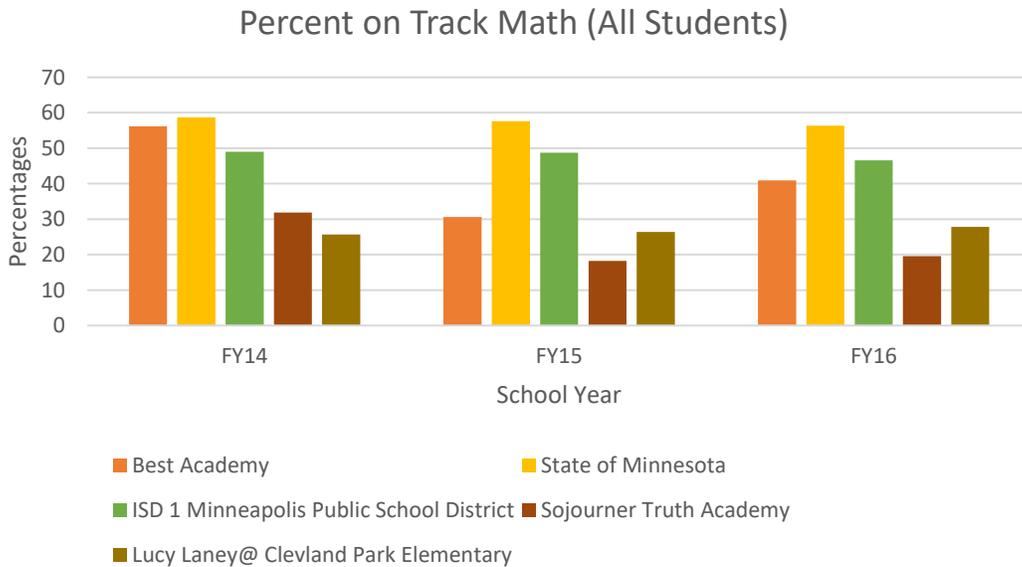


school is in their second year of using a new curriculum in the area of reading. Reformatting these goals to be not only attainable yet more measureable is one of the areas that Best will be working on this year.

Indicator 4: Math Growth

Goal: For each year during the contract period, on average 65% of all students tested in the fall and spring will meet expected fall to spring growth targets as measured by the NWEA MAP math assessment.

- **WBWF Goal Areas Addressed by this Goal: R4K, AGC, CCR, R3K, GRAD**
 - **Key Measures & Results for this Goal:** The school did not meet its goal, but the school’s average z-score is positive, and the average z-score for all subgroups is positive. Additionally, the percentages of students, including students in all subgroups, identified as “on track for success” on MCA series tests is high relative to state/resident district/comparable schools. On state accountability tests, the school had a positive average growth z-score in FY14, FY15, and FY16. This indicates that on average students are meeting expected growth targets on MCA series assessments. Additionally, the FRP and Black student groups both had positive average growth z-scores in FY16. The school’s “on track for success” rate decreased by about 3 percentage points from FY14 to FY16 – the FY16 rate was above the rate of the Minneapolis school district and well as the rates of the two comparison schools. The school’s FRP student group also outperformed their peers at the resident district and the two comparison schools, and additionally outperformed their peers at the state level.

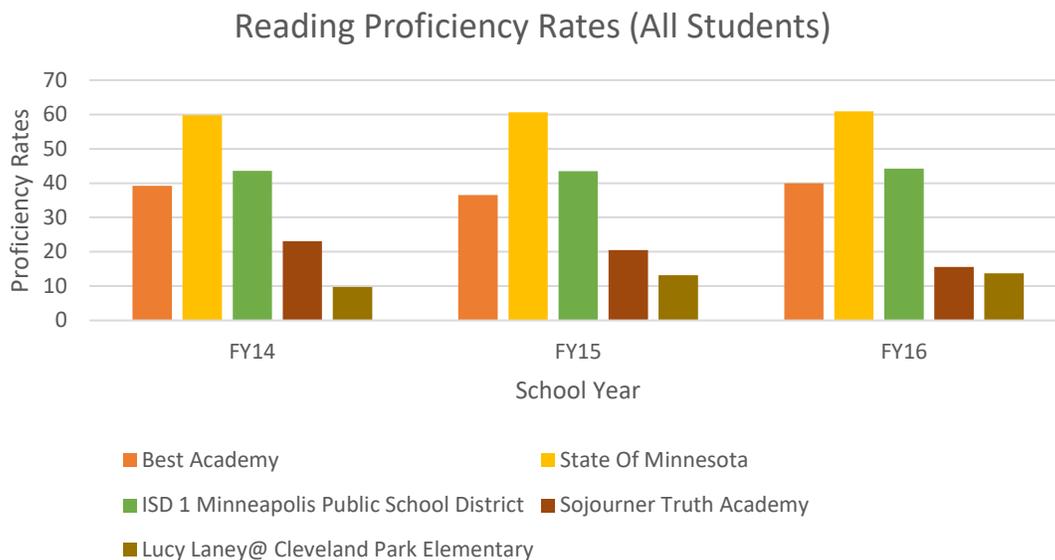


Indicator 5: Reading Proficiency

Goal: In FY16, 55% of all students in grades 3-8 enrolled by October 1 will achieve proficiency in reading as measured by annual MCA tests.

- **WBWF Goal Areas Addressed by this Goal: R4K, RG3, AGC, CCR, GRAD**

- **Key Measures & Results for this Goal:** The school’s proficiency index experienced a slight increase from FY15 to FY16, though both are below that of FY14. The school’s proficiency rate increased slightly from FY14 to FY16. The school’s FY16 proficiency rate (40.0%) is significantly below the state rate of 60.9%, and slightly below the local district rate of 44.2%; however, the school’s proficiency rate was significantly greater than those of both comparison schools. The proficiency rate for students qualifying for free or reduced price lunch at the school (38.2%) is only slightly below the state rate (41.9%) and significantly above the local district rate (24.9%). English Learners at the school outperformed their counterparts at all comparison entities, and the proficiency rate for SpEd students increased from 13.6% in FY15 to 19.4% in FY16. This rate is far below that of the state, slightly below that of the district and above that of comparison schools for the same subgroup.



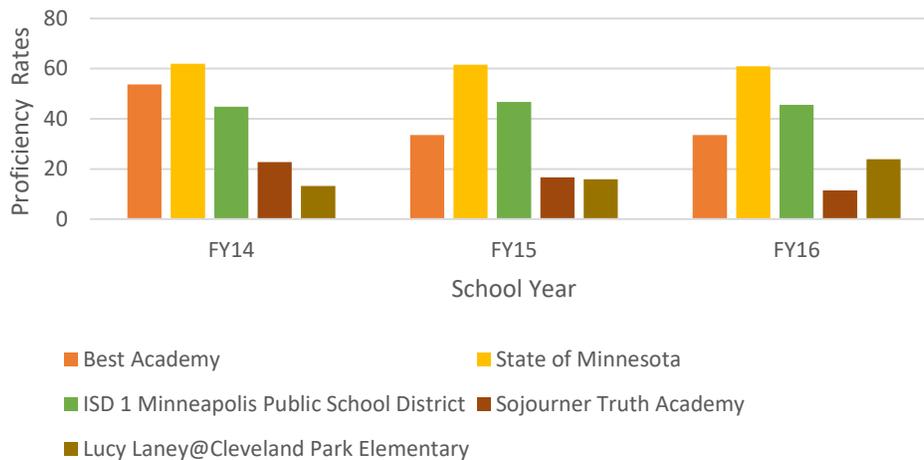
Indicator 6: Math Proficiency

Goal: *In FY16, 65% of all students in grades 3-8 enrolled by October 1 will achieve proficiency in [math] as measured by annual MCA tests.*

- **WBWF Goal Areas Addressed by this Goal:** *R4K, RG3, AGC, CCR, GRAD*
 - **Key Measures & Results for this Goal:** The school’s proficiency index and proficiency rate remained very consistent from FY15 to FY16. Both data points are significantly lower than performance in FY14. The school’s FY16 proficiency rate (33.5%) is significantly below the state rate of 60.9% and the local district rate of 45.6%; however, the school’s proficiency rate was greater than those of both comparison schools. The proficiency rate for FRP students at the school was about 5 percentage points higher than the rate of the local district and

approximately 10-20 percentage points greater than the rates of both comparison schools. As in reading, English Learners at the school outperformed their counterparts at all comparison entities; however, the proficiency rate for SpEd students was extremely low at 15.2%.

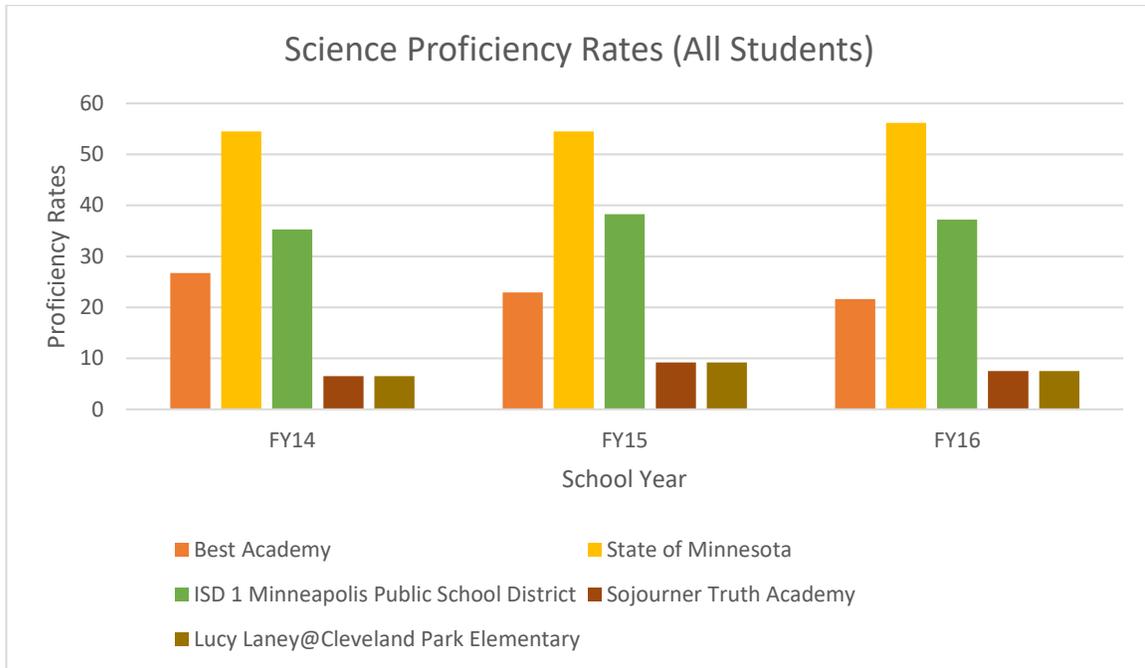
Math Proficiency Rates (All Students)



Indicator 7: Science Proficiency

Goal: In FY16, 49.5% of all students in grades 5 & 8 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.

- WBWF Goal Areas Addressed by this Goal: R4K, RG3, AGC, CCR, GRAD
 - Key Measures & Results for this Goal: The school’s FY16 proficiency rate of 21.6% represents a continued decline from a high of 43.5% in FY13. Performance for all groups (All Students, FRP, English Learners, and Special Education) was higher than that of respective groups at both comparison schools. The percentage of FRP students demonstrating proficiency (21.4%) at the school is over 10 percentage points lower than the state rate (35.9%) but approximately 2 percentage points higher than the local district rate (19.5%). The English Learner subgroup demonstrated a significant drop from a proficiency rate of 48.4% in FY15 to a rate of 7.1% in FY16. The SpEd subgroup, on the other hand, improved performance from a proficiency rate of 16.0% in FY15 to a rate of 25.0% in FY16



Indicator 10: Attendance

Goal: *The school does not have a contractual goal for this indicator.*

- **WBWF Goal Areas Addressed by this Goal: CCR**
 - **Key Measures & Results for this Goal:** *The school’s FY16 attendance rate was 95.7%, up from the FY15 rate of 90.36%. For FY16, the overall attendance rate exceeds the standard for this indicator area, and also indicates that attendance data is likely being correctly reported to MDE by the school.*

Indicator A: Federal and State Accountability

PENN SITE

2016 Multiple Measure Rating (MMR) and Focus Rating (FR):

MMR	FR	Designation	Comparison Group
35.18%	28.32%	No Designation	Middle School

MMR by Domain

Proficiency	Growth	Achievement Gap Reduction
0.00/25.00	12.22/25.00	14.16/25.00
0.00%	48.88%	56.64%

FR by Domain

Achievement Gap Reduction	Focused Proficiency
14.16 / 25.00	0.00 / 25.00
56.64%	0.00%

OLSON SITE

2016 Multiple Measure Rating (MMR) and Focus Rating (FR):

MMR	FR	Designation	Comparison Group
40.66%	32.94%	No Designation	Elementary School

MMR by Domain

Proficiency	Growth	Achievement Gap Reduction
0.00/25.00	14.02/25.00	16.47/25.00
0.00%	56.08%	65.88%

FR by Domain

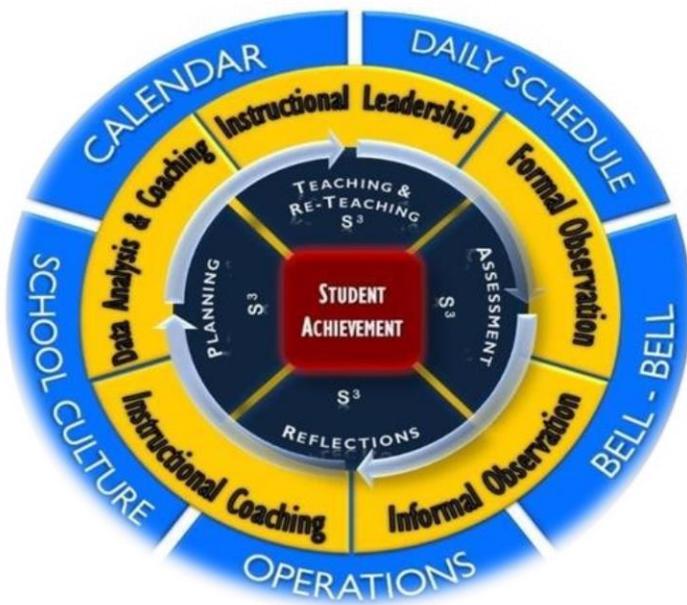
Achievement Gap Reduction	Focused Proficiency
16.47 / 25.00	0.00 / 25.00
65.88%	0.00%

Educational Effectiveness: Assessment & Evaluation

THE GAP CLOSING FRAMEWORK

Best Academy uses the Gap Closing Framework illustrated below. It is designed from the inside out and organized around a set of concentric rings. Because student achievement is the sine qua non of teaching, student achievement is found at the center of the ring. Because the greatest lever that influences student achievement is teaching, the teaching ring is placed in symbiotic relationship with the core of the framework, with student achievement

The teaching ring is composed of (a) Planning, (b) Teaching and Re-teaching, (c) Assessment, (d) Reflection and Student Support Systems (abbreviated as S³). Everything in the middle and outer rings supports teaching and learning. The middle ring of administration, supports teaching. The administrative ring is composed of Instructional Leadership, Formal and Informal Observations, Instructional Coaching, and Data Analysis and Coaching. The outer ring, which supports teaching and administration, consists of the academic and operational supports that ensure the most



effective teaching and administration. It is composed of School Culture, Operations, Bell to Bell (class time), the Daily Schedule and the (yearly) Calendar.

Note that the Instructional Leadership model supports teaching, it does not drive the teaching model; similarly, the Calendar supports the teaching model, it does not drive it.

The Gap-Closing Framework

As previously discussed, the standard public school year of 180 days, with a 6.5-hour school day, provides insufficient learning time to cover all of the benchmarks and standards that students

are expected to learn. Consequently, at Best Academy, both the school year and school day have been expanded. This ensures sufficient learning time and thus maximizes student achievement. It reflects an emphasis on the fundamental question, what do students need to maximize achievement. Best worked backwards to make sure that all of the supports, systems, and structures were in place to meet those needs.

By expanding the school year, another obstacle for low-income students was removed: the summertime learning gap. A 3-month vacation is appreciated by teachers, but it jeopardizes the progress of students, particularly those who are further behind and in the greatest need. No other profession commands the 4 months of vacation afforded to teachers (3 months of summer vacation, 2 weeks of winter/Christmas break, 1 week of spring/Easter break, and a week of other holidays interspersed throughout the year). While there has been union resistance to reducing the summer vacation for teachers, a compromise has been achieved by some high-performing schools: extend the school year, while interspersing vacation time more evenly throughout the year at 1–2-week intervals. This has proven effective in increasing student achievement and avoiding the summertime learning gap.

In many public school districts and schools, however, the educational framework operates in just the opposite manner. Administration starts with the school calendar, daily schedule, and operations, and then tries to figure out how to fit everything into those fixed structures. Instead of changing the size of the educational box by adding more learning time, administrators and teachers are forced to work within a time structure that has proven inadequate and ineffective. Harkening back to the words of former Minneapolis Public Schools Superintendent, Dr. Carol Johnson, “In our public education system, time is justice. What is enough time for some, is not enough time for others.”

In sum, these structures do not help solve the educational challenges that economically disadvantaged and minority children face—children who start kindergarten behind and fall further behind through the years. These children need more time to get caught up, not less time. Schools and school districts that have proven effective in closing the achievement gap design the structure around the vision, mission, and goals in order to optimize student achievement. To reiterate: Student achievement comes first and everything else revolves around that. Student achievement is at the core of the gap closing framework.

INNER RING ONE: THE TEACHING CYCLE

The first ring around student achievement is the Teaching Ring. The cycle within this ring proceeds in the following order: Planning, Teaching & Re-teaching, Assessments, and Reflection

PLANNING

Planning addresses the first of the five essential questions set forth at the beginning of this chapter: What do my children need to know and be able to do? Planning comes first in the process, before teaching, assessment, reflection and student support systems. Actually, planning also includes each of these items.

State academic standards provide the guidelines for developing curriculum at Best Academy. In every subject area, teachers must ensure that all benchmarks in the state standards are met before year's end. The link from the state standards to instruction is created by backwards planning. This means starting with the standards established by the state Department of Education for each subject area and then developing curriculum based on each benchmark that the student is expected to master at that grade level. For example, a 3rd grade reading standard might consist of a student being able to understand "Key Ideas and Details" of a short story. One of the benchmarks under this standard is, "Students will be able to ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as basis for the answer." An important distinction in the planning for teachers is that they must also determine the level of rigor required to master the standards that will be assessed.

THE YEARLY PACING GUIDE

After a grade-level team of teachers has determined all of the benchmarks and standards that students will have to learn for the year, a pacing guide is established. The guide indicates when any given benchmark will be taught during the school year and how many academic days will be spent covering that benchmark. It can change and be updated throughout the year, but a working draft is available before the first day of school begins.

THE TERM PACING GUIDE

After the yearlong pacing guide is established, the term guide is developed. It is a more detailed and comprehensive version of the Yearly Pacing Guide. Not only does it include when a benchmark will be taught in the course of the school year, it also what indicates the resources

that will be used to teach the benchmark and how the benchmark will be assessed to ascertain if students have learned the information. The Term Pacing Guide focuses on one term's progress, highlights the standards or benchmarks to be taught during that term, lists the days they will be taught and the daily objectives of the lesson, and addresses any prerequisite skills or knowledge students need to have before they are able to master the benchmark at grade level.

WEEKLY LESSON PLANS

As the teacher moves forward in the planning process, the planning becomes more detailed. Weekly Lesson Plans enable instructional leaders to develop their plans more thoroughly to deliver academic content that is rigorous and engaging. Grade-level teams divide up lesson planning responsibilities based on the individual strengths of the team members. Lesson planning spirals backwards from interim formative assessments, which are created by grade-level teams prior to the beginning of each term. An interim formative assessment is a rigorous test given in class every 6-8 weeks to determine if students have retained the information from past and current benchmarks. In Minnesota, for example, all tested benchmarks for grades 3-8 must be covered by April 1st of each year, when statewide (Minnesota Comprehensive Assessment) testing occurs. For kindergarten through second grade, teachers have the full year to cover grade-level standards. Backwards planning answers the question, what do my students need to know and be able to do?

In planning lessons, Best Academy extensively use the book, *The Skillful Teacher*, by Jon Saphier, Mary Ann Haley-Speca, and Robert Grower. The authors outline 21 planning decisions involved in lesson planning that are highly recommended to all teachers and school leaders.

TEACHING AND RE-TEACHING

Teaching and Re-teaching addresses the second of the five essential questions: What are the most effective ways to teach what they need to know? It's not uncommon to believe that we are successful in all things that cannot be measured. The same principle applies in teaching. Teachers tend to believe they are more successful in their teaching, when the results are not measured. At Best Academy, success is evaluated by how successful students are mastering the standards that are being measured. Thus, the goals of teaching and re-teaching are as follows:

- To cultivate a growth mindset in all students
- To have students master the benchmarks set by the Minnesota Department of Education as well as the national benchmarks in reading, writing, math, science and social studies at all grade levels
- To have students make a year or more of academic growth by the end of the school year
- To have all of students meet or exceed the standard on the Minnesota Comprehensive Assessments
- To have 100% of students make their target growth goals on the Northwest Education Assessment (NWEA)

- To prepare students for college
- Developing students to use good moral judgment and be positive contributors to society and have desire to give back to their community.

All of these goals are directly measurable. At each step along the way, a quantifiable answer can be given for each and every student. The period is longer, of course, for college bound students; it's also longer for determining whether students are showing good moral judgment and making positive contributions to society. But it is still quantifiable.

Teaching addresses the question, what are the most effective practices to teach whatever students need to know? This question is answered by using the best research on effective instruction available and by giving the teacher extensive professional development. Instructional leaders facilitate ongoing professional development on effective and engaging instructional strategies and by ongoing use of strategic data systems.

ASSESSMENTS

Assessments addresses the third of the five essential questions: How do I know if they got it? At the classroom level, there are three timeframes in which to implement re-teaching strategies based upon assessments: daily, weekly, and end-of-term.

DAILY EXIT SLIPS

The teacher can use Exit Slips (a question or series of short questions to determine whether students understood the subject matter being taught) on a daily basis or at the end of a lesson to determine whether students have mastered the daily objective. This is the quickest way to find out whether an individual student or classroom of students would benefit from some type of re-teaching. A quick analysis of the exit slip can tell the teacher which skill the student is missing. The teacher is given time during their 70 minute preparation period to review Exit Slips and homework assignments, in order to adjust the next day's lesson. If more than one student has the same problem, the teacher can group the students together and offer a mini lesson covering the strategy or step that those students missed. If many students had the same problem, the mini lesson can be taught to the whole group. This skill can also be spiraled into the homework, and the Do Now for the following day. Once again, by planning how classroom time will be used, sufficient time can be set aside to allow for student grouping or differentiation

WEEKLY QUIZZES

At the end of each week, the teacher gives a quiz. The quiz is aligned to the benchmarks covered during the week. The daily school schedule gives the teacher time to develop and grade the quizzes. At Best Academy, students leave school early every Friday to allow teachers time to analyze quiz and other testing data. After the quiz is given and graded, the teacher fills out a tracker that shows how each student performed on each question. This tracker is a systematic way to determine which skills need to be retaught and to which students. The re-teaching

happens the following week using strategies like mini-lessons to small groups, differentiated independent work, homework, and Do Now's. If 80% of the class does not understand a particular benchmark as evidenced by exit slips, homework and weekly quizzes, then the benchmark must be retaught to the entire class. On the other hand, if only a few students that haven't mastered a particular benchmark, then the benchmark can be retaught during the intervention period mentioned earlier. Students who master the benchmarks on the weekly quizzes should be offered differentiated work that will push them further.

COMPREHENSIVE INTERIM ASSESMENTS

At the end of the term, which is usually every 6 to 8 weeks, the teacher will administer a Comprehensive Interim Assessment, also known as a COMP. The COMP covers all of the benchmarks taught during the 6–8-week term. Teachers in grades K-8 administer the COMP's and then fill out a tracker that shows student performances during that period. The weekly and COMP trackers let teachers and administrators know whether students are on track for meeting the state standards. The school then provides teachers with a Data Day at the end of each term to analyze the information and plan a reteach week. The Data Day is usually the Friday at the end of the week that students have taken their COMPS. On Data Days, the students are released from school, but the teachers come to school to analyze data from test results. In order to be more efficient and actually use the data being generated, Best uses an automated scanner that takes the test information from students' scores and provides a high-level analysis of the data. The scanner automates as many of the teacher functions as possible to create efficiencies. Time that teachers would otherwise use for grading and logging these interim assessments can now be used for analysis of the data.

Teachers then take this data and determine by grade level, class level and individual student level what kind of consistent patterns are occurring. Did the whole grade level get some question wrong? For example, if there are four 3rd grade classes, data analysis will show which class did the best, which did the worst, and where the discrepancies are occurring.

The most important part of the Data Day is for teachers to develop re-teaching plans based on the data. The week following the Data Day is set aside to reteach skills that were not mastered. Depending on the number of students who did not master the subject matter, re-teaching will be done either in small groups or with the entire class. It is the job of the grade-level team to determine what activities and lessons will be covered to address the needs of all learners

With independent work, exit slips, and weekly quizzes, a teacher should know which students are proficient on the benchmarks, even before the COMP's are administered. These tests are collectively referred to as continuous formative assessments, and are critical in providing teachers and administrators with up-to-date data for grading and establishing a teaching and re-teaching roadmap for the teacher to follow.

RESPONSE TO INTERVENTION/S3

What If Students Didn't Learn the Material After I Taught It?

Gap closing schools use a Response to Intervention (RTI) model to provide additional support to students who are behind. In the Gap-Closing Framework illustration, RTI is symbolized by S3 or Student Support System. RTI is the practice of providing high-quality instruction and interventions that match students' needs; and using students' learning rate over time and level of performance to make important educational decisions.

The theory of RTI is that 80% of students should be supported by the curriculum provided to all students. For the 20% of students who may not be successful with the standard curriculum (or Tier 1 program as it is called), a system of interventions are set up to address students that are right below grade level (i.e., at Tier 2) and students that are far below grade level (i.e., at Tier 3). A 50-minute intervention block for Tier 2 and Tier 3 students is built into the school schedule to address the students' individual needs. For students in elementary school, the intervention may occur during regularly scheduled class time, assuming there are teaching assistants or support in the classroom. For students in middle school, the intervention may be done by a different teaching intervention specialist and in a one-on-one or small group setting.

MIDDLE RING 2: ADMINISTRATIVE SUPPORT TO TEACHERS INSTRUCTIONAL LEADERSHIP

The purpose of Instructional Leadership is to ensure that student learning time is maximized through teacher professional development. Professional development includes four major categories: data and assessment, planning, classroom management, and core instruction presentation. Instructional leadership is supported by building administrators, teacher leaders (coaches) and/or educational consultants.

Every teacher is assigned an instructional leader or coach to help develop and strengthen their instructional effectiveness. Administrators will track student performance results and then assign teachers to administrators, educational consultants, and teacher support based on grade level and subject expertise. Instructional leaders will provide a half hour of feedback based on a 20-30 minute informal observation, every other week, or on an as needed basis. Instructional leaders meet with teachers and complete a Teacher Learning Plan, which is revised every term (i.e. five times throughout the school year). This practice was adopted at Best Academy after school leaders attended a training conducted by Dacia Toll, co-founder of Achievement First charter school management organization.

FORMAL OBSERVATION

The system for formal observations is derived from Achievement First,^[i] *Driven by Data*, and the *System for Teacher and Student Advancement Program* (TAP).^[ii] The lesson plan format is Madeline Hunter's framework.

Instructional leaders use formal observations to determine staff development needs and to determine additional incentive pay. Teacher performance is evaluated on a scale from 1 to 5: 1 (poor), 2 (below average performance), 3 (proficient), 4 (above average), to 5 (exemplary).

Formal observations are conducted three times a year to evaluate a teacher's overall performance. In order to receive incentive pay, a teacher must have a 3.0 average on their formal observation. The formal observation process consists of...

1. A pre-meeting to discuss the teacher's lesson plan
2. A 45–60-minute observation
3. A post-observation meeting with the teacher
4. A follow-up in teacher learning plan

INFORMAL OBSERVATIONS

Much in the same way a swimming coach improves a swimmer's technique by being at the pool to observe swimming during lessons, practice, and swim meets, *Driven by Data: A Practical Guide to Improve Instruction*, by Paul Bambrick-Santoyo,[i] has heavily influenced the notion of being "at the pool" to give teachers feedback on their teaching. You can't improve a swimmer's technique by reading about their performance in the newspaper the next day. The coach must be "at the pool" providing feedback to the swimmer minute by minute. This feedback might include form, stroke rate and efficiency of turns. Bambrick-Santoyo uses this as a metaphor to describe the school leader's role in improving instruction for students through the teachers. Instructional leaders can't improve student achievement by reading about the results of the state testing results in the newspaper. Instructional leaders can't change student outcomes just by reviewing internal testing data. They must be "at the pool" or in the classroom providing teachers valuable feedback during or immediately after a lesson.

The purpose of informal observations is to give teachers immediate and continuous written and verbal feedback on their instructional practices in specific areas. Informal observations focus intentionally on goals set in the Teaching Learning Plan and assume that the area of focus will change frequently as the teacher improves.

Informal observations are unannounced; they last for 20-30 minutes and occur frequently throughout the year. Feedback is emailed to the teacher and the teacher meets with the Instructional Leader biweekly to discuss progress. The process goes as follows:

1. Conduct a 20–30 minute biweekly observation based on phase focus [define]
 2. Inform the teacher immediately afterward via email (a teacher may respond and/or provide an explanation if needed)
 3. Give informal verbal feedback biweekly for 20-30 minutes based on phase focus
- A copy of the informal observation document is included in the Appendix.

DATA ANALYSIS & COACHING

The development of the data analysis and coaching used by Best Academy was highly influenced by two books: *Driven by Data* by Paul Bambrick-Santoyo and *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*, by Nancy Love, Katherine Stiles, Susan Murphy, and Kathryn DiRana. Our data analysis model has also been shaped by visits to high-performing charter schools from around the country, such as Roxbury Prep in Massachusetts. Additionally, materials from Achievement First's instructional framework were incorporated into the design.

Teachers and administrators analyze data during three timeframes: daily, weekly, and every 6–8 weeks. Teachers meet with coaches weekly to review the data. Teachers have all three levels of assessment information available before they plan and teach lessons. Daily analysis of student performance is done through exit slips, where students are asked to produce a product that aligns with the day's objective for that subject. Information from exit slips is used to plan future whole- and small-group instruction. The intent is to grade the exit slips the same day or for the next day, in order to inform the next day's lesson and instruction.

Weekly quizzes are given on Fridays to determine how students are progressing on the benchmarks. In grades K-4, quizzes are written for both mathematics and reading. For grades 5-8, each subject area teacher (mathematics, reading, science, and social studies) quizzes students on the benchmarks taught that week. All of these quizzes are common among all classes at each grade level. That data is then analyzed the following Friday afternoon.

Finally, a cumulative and formative assessment is given every 6–8 weeks (COMP) to assess how students have progressed over several benchmarks. Staff in grades 3-8 use a Scantron machine and bubble sheets to collect testing information; they use software, called Prosper, which allows for multifaceted student-level reports aligned to the benchmarks. Full data days at the end of each COMP period are dedicated to data analysis, reteach week and unit planning, as well as individual data meetings with administration and coaches. Teachers use a Cause and Verification form for every COMP assessment to determine root causes of performance. Student interventions are then planned on an on-going basis throughout the school year. A data manager works with teachers to (a) facilitate managing student-level data; (b) to create and maintain up-to-date student trackers; and (c) to use the Scantron machine. The data manager ensures that the technical pieces of the data process are in working order.

Coaching on data is done weekly during grade-level team meetings. Teaching and administrative staff analyze common quiz data using a tracker system that displays students' overall scores, student's individual scores, and scores by individual benchmark items. The tracker gives coaches information on how individual students are doing and what interventions they may need. It also gives teachers and administrators information on how any given class is doing on a given skill or concept. Individual data meetings occur every data day or five times a year. The individual data meeting goes over the data for each teacher's classroom. Teachers meet with their coach and go through an in-depth analysis of how their students are doing. They are expected to attend these

weekly meetings and be prepared to discuss their quiz data. Such meetings provide an additional layer of accountability, as teachers meet one to one with administrators and teacher leaders (Instructional Coach) to ensure all students succeed in all areas assessed.

Moreover because every Friday is a half day of school for students data days, following COMP exams, are mapped out on the master school calendar as full days of professional development. The personnel responsible for administering and conducting these data days are administration, coaches, teacher leaders, and a full-time data manager.

At the beginning of every school year, new staff is trained on the data analysis system. Modeling of individual data meetings and training on data management is demonstrated by experienced teachers, coaches and administrators to ensure that teachers understand what is expected of them and what the process looks like. All staff is required to read *Driven by Data* as part of their individual professional development.

OUTER RING 3-SCHOOL STRUCTURAL, OPERATIONAL AND CULTURAL SUPPORTS SCHOOL CALENDAR, BELL TO BELL, NO DAILY SCHEDULE

The school calendar sets forth the total number of days the school plans to be open, the total number of hours it is in operation, and the total number of instructional hours that are available. In the Harvest Network model, there are 195 school days, and 9 hours per school day. This equates to 1,755 total hours the school is open for business. School starts at 8:00 a.m. and ends at 4:45 p.m. The longer day and year provide students with over 35% more time in school than the typical public school district (172 days of school for students with a 6.5-hour school day for a total of 1,118 hours). The additional 35% more time each year has a positive and cumulative academic effect on students. It gives them the ability to catch up academically if they are behind, and reduces backslide that takes place for low-income children during the summertime learning gap. The longer school day and longer school year provide the school with the ability to individualize support using RTI to meet the needs of students and to give teachers more time to prepare lessons and analyze student data.

Given the additional amount of time that is available, Best Academy students have 1 additional year of educational advantage over the typical public school student for every 3 years that a student spends in this educational system. This means that a student who starts in kindergarten at Best and stays continuously enrolled through the 8th grade, will have a 3-year academic advantage over the typical public school

We believe that our Gap Closing Framework not only sets us apart from other charter schools it also is proven in getting great result for our scholars!

Student & Parent Satisfaction

At Best Academy, we conducted a satisfaction survey to be completed by parents/families. The results of the survey inform us that the majority of our families are satisfied with their schools academic program.

The survey measured parent/family satisfaction in the following areas: ·

- Service Excellence
- Communication excellence
- Operational excellence
- Teacher and school leadership excellence (academic)
- Overall Satisfaction

Environmental Education

This last year was a year of growth and change for the area of Environmental Education. With new the move to Penn, the school has begun to see a positive change in the area of Environmental Education. This last year was a year of growth and change for the area of Environmental Education. Although the school is currently revisiting their goals as a part of their Environmental Education contract with ACNW, here are some yearly highlights:

- ACNW Training and goal setting.
- Application written to Poly Bot Project for FY17
- K, 1, 2 visits to Apple Orchards



Governance & Management

Best Academy is managed by the Harvest Network of Schools (HNS). HNS provides oversight, finance and payroll, leadership, external relations and fundraising, human capital and employee recruitment as well as student recruitment to the member schools. The school board of each member school evaluates the performance of the Harvest Network of Schools on an annual basis. This evaluation is initiated by the school board and results shared with the CMO in order to improve and drive service delivery.

BOARD OF DIRECTORS

The Best Academy's by-laws regarding the composition of the Board of Directors states, The Board shall consist of not less than five (5) and not more than nine (9) unrelated members, as changed from time to time by the Board. Directors must be residents of the State of Minnesota and must meet the qualification requirements of the Statute.

The Board shall include:

(i) one licensed teacher employed by the Corporation (the “Teacher Member Board Seat”); (ii) the parent or legal guardian of a current student (the “Parent Member Board Seat”); and (iii) an interested community member who is not employed by the Corporation and does not have a child enrolled in the school operated by the Corporation (the “Community Member Board Seat”)

If the child of the occupant of the Parent Member Board Seat is no longer enrolled at the school operated by the Corporation or if the teacher occupying the Teacher Member Board Seat leaves the employment of the Corporation then the Board shall have the right to require the resignation of such Board member.

Board Roster

Member Name	Board Position	Affiliation	Date Elected	Term End Date	Phone Number	Email Address
Ezra Hyland	Chair	Community Member	July 2015	June 2018	612-876-4105	hyland003@umn.edu
Rita Gordon	Vice Chair	Parent	July 2016	June 2018	612-876-4105	njeridh@gmail.com
Anura Si-Asar	Secretary	Community Member	July 2015	June 2018	612-876-4105	sirriusa@msn.org
Brittany Burrows	Member	Teacher	October 2014	June 2017	612-876-4105	bburrows@thebestacademy.org
Hassan Glued	Member	Parent	July 2014	June 2017	612-876-4105	adeerre11@yahoo.com
DeAndra Knighten	Member	Parent	July 2015	June 2018	612-876-4105	dknighten@gmail.com

The Best Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

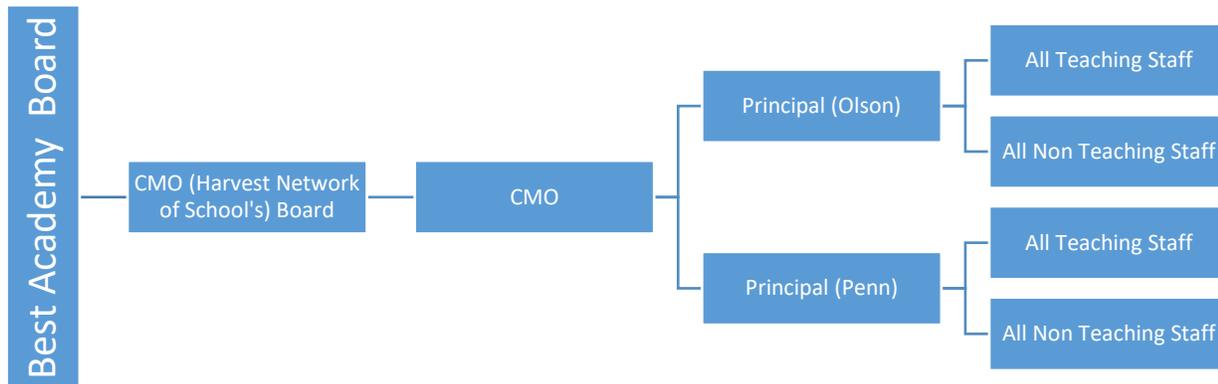
- school board composition, and the board demonstrates the capacity to govern an effective charter school;
- effectively and transparently conducting board meetings:
 - A discernible method for conducting meetings (i.e. Robert’s Rules)
 - Complying with MN Open Meeting Law
 - Timely distribution of board materials prior to meetings to board members and authorizer
 - Appropriate documentation of board and committee meetings
- board decision-making and oversight, including but not limited to:
 - Establishing, reviewing and implementing policy

- Establishing performance expectations that are in alignment with charter contract
- Regularly reviewing academic, financial, and operational data
- Overseeing school improvement plans as necessary
- Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports and financial audits

BOARD MEMBER TRAINING

For any school to succeed, it must have a board that is committed to the organization's mission, possesses substantial leadership skills and expertise, sets policy that guides the school’s work, and evaluates both the nonprofit organization and itself with an eye toward continuous improvement. The Best Academy Board is committed to continuous improvement and board members attended a training on September 26th, 2015. This training was held in the Harvest Preparatory Library and covered finances, governance as well as the authorizer/board relationship. Unfortunately the board members who attended the training were not recorded, so that information cannot be reported.

Best ACADEMY ORGANIZATIONAL CHART



LIST OF ADMINISTRATORS AND QUALIFICATIONS

Fatou Diahame is the current principal of Best Academy located on Penn. And Hashim Yonisis the current principal of Best East Elementary School. Their qualifications are outlined here:

Fatou Diahame is the current principal of Best Academy. She was born in Senegal, West Africa and moved to the United States in 1999 to teach French. After a year in a French program she sought employment at Harvest Prep in 2000 and has been in the network ever since. She has a Bachelor’s degree in English and is finishing her Master of Arts in Instruction at Saint Mary’s University. As a teacher for almost two decades her rigorous standards for quality instruction have set a high standard.

Hashim Yonis works as the current principal of Best Academy East. Previously he was the administrative manager at Roosevelt High School and Wellstone International High School in Minneapolis. He is a graduate of St. Olaf College and has a master's from St. Mary's University of Minnesota in education and leadership.

PROFESSIONAL DEVELOPMENT ACTIVITIES FY16

Because neither Fatou Diahame nor Hashim Yonis are licensed administrators in the state of Minnesota they must report on their professional development plan. As a lifelong learners they have continued to seek professional growth and assistance for Best Academy and the Harvest Network of Schools. Ms. Fatou attended a training hosted by MDE that year, it was in regards to compliance and reporting. Information regarding Mr. Yonis’s training was not recorded and cannot be reported.

Staffing

TEACHER RETENTION

Percentage of Licensed Teachers from 2014-15 returning in 2015-16	56%
Percentage of Licensed Teachers from 2013-14 returning in 2014-15	59%

2015-2016 LICENSED TEACHING STAFF

File Folder Number	Name	Assignment
482887	Mariecus Jarvis**	8 th Grade Science
488138	Amy Knutson	6 th Grade Science
488168	Dillon Lynch	5/6 th grade Science
418349	Rositta Nwaokolo	Language Arts 3 rd grade
475600	James Patton	8 th Grade Math
475584	Meghan Roegge **	6 th grade Language Arts
471908	Abdul Wright **	8 th grade Language Arts
401777	Lisa Bergstrom **	1 st grade
487500	Kelsey Burns	2 nd grade
473867	Brittany Burrows **	4 th grade
441333	Michelle Coins **	1 st grade
482499	Jonathan Coon	5 th grade Social Studies
481355	Grace Fay	1 st grade
453882	Elizabeth Fetter**	3 rd grade
478094	Molly Groothuis**	Kindergarten
476073	Susan Hamilton **	7 th grade Math
456314	Joseph Haukos **	6/7 th grade social studies
453025	Noelle Hectman **	5 th grade Language Arts
396906	Samina Hussain **	5 th grade
446812	Alicia Johnson **	3 rd grade

472464	Elizabeth Wyatt Lenarz **	Music
417015	Mikhail Lis **	5 th grade Math
463690	Joan Lu	English as a Second Language
451032	Paul Mack **	Art
488473	Holly Maxwell	1 st grade
474454	Meghan ODonnell **	Kindergarten
472829	Anna Rohde **	7 th grade Language Arts
487294	Danae Ross	7 th grade Language Arts
373374	Kenna Sarge	2 nd grade
487279	Sheeley Matthew	Music
489100	Amy Smith	Art
396123	Jennifer Walker **	4 th grade
486713	Hannah Watson	3 rd grade
445543	Holly West **	Kindergarten
482261	Muhammad Ahmadzai **	English as a Second Language
487244	Nicholas Boettcher	Gym
469183	Jean Davis	Gym
448029	Kathryn Kelley **	English as a Second Language
464222	McKenzie Kubista	Health
478157	Kristine Lafollette **	English as a Second Language
461082	Raine Joubert Minke	Theatre
475614	Danielle Selcer **	English as a Second Language
411207	Heidi Sheen	English as a Second Language
483783	Charlotte Simmons	Building Sub
452569	Tara Summers **	Building Sub
483106	Claire Winkles	Special Education
487058	Veronica Zeismer	Special Education
477965	Jessica Kuennen **	Special Education
NLCE	Loretta Hall**	5 th grade
997303	Leonard Cain **	Special Education

** Denotes teachers who also taught at Best during the 2014-2016 school year

2015 LICENSED NON-TEACHING STAFF

File Folder Number	Name	Assignment
486424	Kelsey MacQueen	School Guidance Counselor
451336	Adam Brosz	School Social Worker
481587	Maya Buckner	School Social Worker
479060	Cheryl Rance	Special Education Coordinator
473707	Elsa Gaikwad	School Guidance Counselor
417992	Fatou Diahame	Principal of Best Academy
483789	Hashim Yonis	Principal of Best Academy East

2015-2016 STUDENT SUPPORT STAFF (Non Licensed)

File Folder Number	Name	Assignment
N/A	Issac Anderson	Instructional Aide
N/A	Augustus Brooks	Student Teacher
N/A	Sean Burns	Instructional Aide
N/A	Faisal Hayow	Instructional Aide
N/A	Jeremy Head	Instructional Aide
N/A	Molly Hunholz	SPED Para
N/A	Valerie Johns	Instructional Aide
N/A	Joyce Johnson	SPED Para
N/A	Amber Jones	Instructional Aide
N/A	Vincent Knox	Instructional Aide
N/A	Clifton Loft	Instructional Aide
N/A	Wisdom Mawusi	Instructional Aide
N/A	Deanna Mazone	Academic Interventionist
N/A	Toessawat Suprat	Computers
N/A	Sarah Thomes	SPED Para
N/A	Quincy Voris	Instructional Aide
N/A	La-nisha Walker	SPED Para
N/A	Norvell Walker	Instructional Aide
N/A	Mohamed Abdi	Instructional Aide
N/A	Eboni Abner	SPED Para
N/A	Zakaria Aden	Instructional Aide
N/A	Mamdouh Ali	Behavior Interventionist
N/A	Robert Allen	Instructional Aide
N/A	Gillette Anderson	Behavior Interventionist
N/A	Torre Baltimore	Instructional Aide
N/A	Jay Barnes	Bus Aide
N/A	Courtney Coleman	SPED Para
N/A	Howard Crutcher	Behavior Interventionist
N/A	Taheera El Amin	Instructional Aide
N/A	Mouna Elaydi	SPED Para
N/A	April Ellis	Instructional Aide
N/A	Sharena Goering	SPED Para
N/A	Adhyrtle Harvey	DI Assistant
N/A	Seyfu Hassan	SPED Para
N/A	Korrey Hayles	Behavior Interventionist
N/A	Joslin Holliday	Bus Aide
N/A	Robert Jones III	SPED Para
N/A	Bakari Khalfani	Instructional Aide
N/A	Markel Landford	SPED Para
N/A	Marlon Pratt	Academic Interventionist
N/A	Jamarri Roan	Title 1
N/A	Christopher Ross	SPED Para
N/A	Troy Russell	SPED Para
N/A	Mohamed Sayid	Instructional Aide

N/A	Jaevon Walton	SPED Para
N/A	Rashawn Williams	SPED Para
N/A	Theodore Worthor	Behavior Interventionist

TEACHER PROFESSIONAL DEVELOPMENT ACTIVITIES

We offer our staff with job-embedded professional development. We have a number of instructional coaches available to support teachers on day-to-day basis. We also pride ourselves with providing teachers with more professional development time than the typical MN school. For example we provide 10 days of pre-service training for new teachers as well as weekly professional development opportunities. We train our staff as a whole and as individual. We believe our model will create confident and culturally competent high performing teachers.

Operational Performance

Operationally the school has had some challenges, mainly in the areas of transportation. The school experienced a vendor shift at the start of the school year which led to confusion. During the year, the school however capitalized on strong leadership and revamped their routes. The school partnered with Minnehaha Transportation to assist in transportation.

The food service program remains strong. The Best Academy uses a Joint Agreement with the Minneapolis Public Schools. The meals are healthy and the choices are plentiful. This Joint Agreement has been working well since its inception last year. The Best Academy has a full salad bar each day where scholars can have as many fruits and vegetables as they want.

Parent Empowerment Nights, as you will see on the school calendar, were not as well attended as the school had hoped. The first Parent Empowerment Night was held in October, 2015 and it was the most successful evening. The school showed a movie and invited parents and the community.

Moving forward, The Best Academy hopes to have continued operational success and realizes that it needs to grow in some areas.

Finances

Financial Statements – Three-year Summary			
	2013	2014	2015
Balance Sheet			
Cash	\$881,099	\$717,326	\$301,270
Current Assets	\$2,353,884	\$2,455,969	\$1,965,530
Non-Current Assets	\$138,873	\$111,213	\$200,625
Total Assets	\$2,492,757	\$2,567,182	\$2,166,155
Current Liabilities	\$668,777	\$513,830	\$718,071
Non-Current Liabilities	\$77,303	\$31,594	\$0

Total Liabilities	\$746,080	\$545,424	\$718,071
Net Assets	\$1,746,677	\$2,021,758	\$1,448,084
Income Statement (All Funds)			
Total Revenue	\$7,190,493	\$7,623,268	\$9,157,865
Total Expenditures	\$6,673,427	\$7,366,236	\$9,852,545
Sale of Equipment	\$91,082	\$0	\$0
Capital Lease Financing	\$2,298	\$0	\$0
Net Income	\$610,446	\$257,032	-\$694,680
Total Fund Balance	\$1,685,106	\$1,942,138	\$1,247,458
Enrollment Information – Pupil Units (P.U.)			
Budgeted Enrollment	513.23	553.55	625.15
Actual Enrollment	496.45	520.22	664.68

For questions regarding school finances and for complete financials for 2015-16 and/or an organizational budget for 2016-17, contact:

Name: Robert Doty

Position: CFO/COO

Contact info: 612-404-4313

Phone: 612-876-4105

Email rdoty@seed-harvest.org

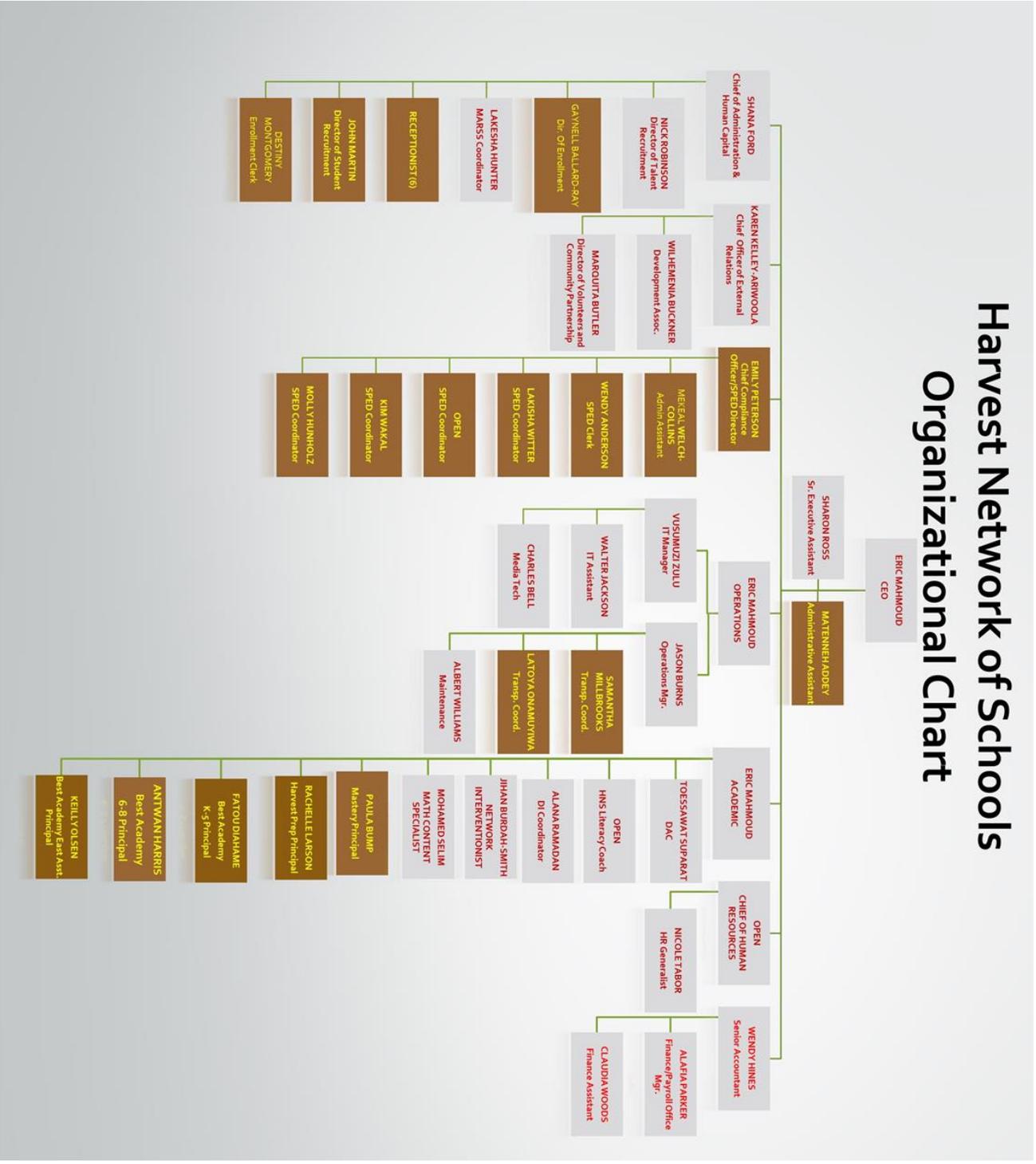
World’s Best Workforce Annual Budget

Everything we do is to support the WBWF. The entire budget is about making sure “all” of our students become compassion, competent, capable citizens to take on the future

Future Plans

In order to increase the bell to bell instruction, the school is going to opt to have 4:45 dismissal next year as to make sure all instruction can happen in a school day. Best Academy will continue to operate in the 1300 Olson Memorial Highway facility and at the 4121 12th Ave. North facility. Additionally the school plans to strengthen its Environmental Literacy Program. We appreciate the opportunity to serve our students and the families of North Minneapolis and will continue to do our best.

HNS Organizational Chart



AGREEMENT

This Agreement is made as of July 1, 2015 by and between the Harvest Network of Schools, Inc., a Minnesota corporation ("CMO"), and Best Academy, Inc., a Minnesota nonprofit corporation ("School").

WHEREAS, School is a public charter school in the business of providing educational services to children in kindergarten through eighth grade;

WHEREAS, School believes that its ability to provide exceptional educational instruction to the children it enrolls will be enhanced by contracting for many of its management, administrative and operational needs;

WHEREAS, CMO is a charter management organization in the business of providing management, administration and operational services to charter schools to allow the schools to focus their efforts on providing exceptional educational instruction; and

WHEREAS, School desires to contract for the services of CMO on the terms and conditions set forth herein;

NOW, THEREFORE, for good and sufficient consideration, including that described in the mutual covenants set forth below, School and CMO hereby agree as follows:

1. Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

A. "Applicable Law" means all state and federal laws applicable to Minnesota charter schools and any regulations implemented pursuant thereto.

B. "Charter School Act" means the Minnesota Statutes 1241).10 through 1241).11, as amended, and any rules adopted pursuant thereto.

C. "ACNW" means Audubon Center of the North Woods.

D. "Charter School Contract" between ACNW and School effective as of July 1, 2014.

E. "School Board" means the Board of Directors of School.

2. Term. The term of this Agreement shall be from July 1, 2015 until June 30, 2020 ("Term"), unless terminated earlier in a manner allowed by the express provisions of this Agreement.
3. Automatic Extension of Term. Unless earlier terminated in a manner allowed by the express provisions of this Agreement, and absent written notice of termination by either School or CMO at least 120 days prior to June 30, 2020, the Term of this Agreement shall be automatically extended for an additional five (5) year period from July 1, 2020 until June 30, 2025 under the same terms and conditions provided herein and subject to any written amendments to which the parties may mutually agree.
4. Services to be Provided by CMO and Used by School. School and CMO have a mutual goal of being part of an exceptional network of high achieving charter schools known as The Harvest Network of Schools. School and CMO further agree that student achievement will be enhanced as a result of their collaboration so long as CMO provides the services required by this Agreement and School fully adopts and applies the services provided by CMO. Accordingly, throughout the Term: (a) CMO shall provide School with the services described in the Schedule of Services attached hereto ("CMO Services"); and (b) School shall fully incorporate the CMO Services into the operation of the School.
5. Compliance with all Provisions of Exhibit N of Charter School Contract ("Provisions for Education Services or Management Companies"). Both School and CMO agree to frilly comply with all of the express provisions of Exhibit N of the Charter School Contract which is attached hereto and incorporated herein by reference.
6. Standard for CMO's Performance. CMO shall perform all duties in a professional and businesslike manner. All financial accounting by CMO shall be performed in accordance with Generally Accepted Accounting Principles and will satisfy the requirements of the Uniform Financial Accounting and Reporting System as adopted by the Minnesota Department of Education. All student accounting by CMO will comply with the requirements of the Minnesota Automated Reporting Student System. CMO shall comply with all Applicable Law, all applicable provisions of any funding agreement(s) entered into by School, the Charter School Contract, and the rules and regulations of the Minnesota Department of Education.
7. Right of Inspection. All data, books and records, financial and otherwise, pertaining to all operations and management of School shall be maintained by CMO separate and discrete from data, books and records of other schools that may contract with CMO. Upon reasonable notice and during regular business hours, the representatives and assigns of School, specifically including ACNW, shall have the right to visit, examine,

inspect and copy all of CMO's records pertaining to any and all services provided to School by CMO. The parties agree that all data disclosures made pursuant to this paragraph shall be governed by Minn. Stat. Ch. 13.

8. Independent and Segregated Accounts. CMO shall maintain all of School's financial accounts and funds as separate and independent accounts which shall be subject to the control of School Board. Under no circumstances will CMO commingle any funds or other assets owned by School with any funds or assets of CMO or any other entity.
9. Exclusivity. Throughout the term of this Agreement, CMO shall be the exclusive provider of CMO Services to School, and School will not seek or obtain any such CMO Services from any other provider and will not attempt to provide such CMO Services for itself. School shall make full and robust use of the CMO Services to enhance the operation of the School.
10. Compensation To CMO. As compensation for CMO Services, School shall pay an annual fee to CMO ("the Annual Service Fee") equal to CMO's actual and reasonable costs to provide the services specified in the Schedule of Services and not more than 11% of School's forecasted government revenues. The Annual Service Fee shall be established forty-five (45) days prior to the beginning of each fiscal year of the Term. The Annual Service Fee shall be adjusted as of October 30 and January 30 during each year of the Term to reflect anticipated changes in forecasted government revenues based upon changes in student enrollment for School. Any mid-year adjustments in the Annual Service Fee shall be prospective only. One-twelfth of the Service Fee shall be payable on the first day of each month of the fiscal year. The Annual Service Fee is intended to be no greater than the costs School would incur to procure all of the CMO Services on its own given all considerations, including the benefits of affiliation and risk management.
11. Reimbursements to CMO. CMO shall be entitled to and School shall be obligated to reimburse CMO for all expenses incurred by CMO on behalf of School whether the expense was part of the approved School budget or approved by the School Board outside of the School budget. Any such reimbursement will be made at cost without any markup and within seven (7) business days of School's receipt of an invoice for reimbursement. School recognizes that a part of the CMO Services is CMO's management of expenses shared between I-INS Schools, including shared staff, materials and supplies, and support services provided by persons or entities other than CMO. I-INS compensation for managing these services is included in the Annual Service Fee, while the actual costs paid to other I-INS schools or third parties will be paid directly by School or reimbursed to HNS by School.
12. Early Termination. This Agreement may be terminated by the parties prior to the end of its Term only as specified in this paragraph.

A. Termination for Cause. This Agreement may be terminated by either party "for cause." For purposes of this paragraph, "for cause" shall mean any of the following: i) uncured material breach of the provisions of this Agreement; ii) uncured material breach of the terms and conditions of the Charter School Contract; iii) uncured material breach of the mandates of the Minnesota Department of Education; iv) uncured violation of any Applicable Law including, but not limited to, the Minnesota Charter School Act, Minn. Stat. §124D.10, et seq.; and v) any fraudulent, criminal or grossly negligent conduct by any of the CMO's or School's directors or officers in connection with performance under this Agreement,

B. Opportunity to Cure. Prior to any termination for cause, the party exercising the right to terminate must provide the other party with a written notice describing in reasonable detail the action or inaction that gives rise to the proposed termination ("offending conduct") and specifying the corrective action necessary to avoid termination for cause. After receipt of such notice, the receiving party will have a period of not less than 30 days to cure the offending conduct. If a complete cure cannot reasonably be effected within 30 days, the time for cure will be extended to a reasonable period not to exceed 90 days so long as the receiving party has provided a written remediation plan and begun the actions necessary to effect a cure within 30 days after receipt of the notice. If the offending conduct is not cured within the cure period as defined in this paragraph, at the end of the cure period the party exercising the right to terminate for cause shall give the other party written notice that the Agreement shall be terminated within 10 business days or such longer period as may be mutually agreed to be in the best interest of the students.

c. Termination by Mutual Consent. This Agreement may be terminated at any time by the mutual written consent executed on behalf of both School and CMO. In the case of termination by mutual consent, the specific conditions and timing of the termination shall be as specified in the written consent.

13. Annual Review and Evaluation. At least annually, on or before October 15 after the completion of the first year of the Term, representatives of the School Boards of each of the Schools in The Harvest Network of Schools shall meet with the CMO to review the CMO's provision of CMO Services and the School's use of the CMO Services. The criteria for this CMO's evaluation will be whether the CMO has met its obligations under this Agreement in a manner that School determines to be effective and efficient. The purpose of this review shall be to improve the delivery and effective use of CMO Services and to determine whether any amendments to this Agreement and/or the Schedule of Services are mutually desired. Within thirty (30) days after completion of the annual review, School shall provide CMO with a written evaluation materially in the form of the CMO Evaluation attached hereto, or as amended by mutual agreement of School and CMO.

14. Notices. Any notice required or permitted by this Agreement shall be in writing and shall be deemed delivered (i) upon receipt, when delivered personally, by courier, by overnight delivery service, or by facsimile transmission if such transmission produces a confirmation of receipt, (ii) three days after being deposited in certified or registered mail with postage prepaid. Notices shall be delivered to each party's address or facsimile number as set forth below, or as subsequently modified by written notice in accordance with this section,

If to School: Best Academy, Inc.
1300 Olson Memorial Highway
Minneapolis, MN 55411 Attn:

If to CMO: Harvest Network of Schools, Inc.
1300 Olson Memorial Highway
Minneapolis, MN 55411
Attn: Eric Mahmoud

15. Dispute Resolution. In the event of a dispute between the parties, the following, escalating procedure will be followed:

A. Negotiation. Each party shall attempt in good faith to resolve any controversy, claim or dispute of whatever nature arising out of or relating to this Agreement or the breach, termination, enforceability or validity thereof ("Dispute") promptly by negotiation between the CMO's chief executive officer and the School Board's Chair. Each party shall provide the other with all information and documentation relied upon by the party to substantiate its position with respect to the Dispute.

B. Mediation. Except where injunctive relief is sought, if the Dispute has not been resolved through negotiation within thirty (30) business days of the initiation thereof, the parties shall make a good faith attempt to settle the Dispute by mediation conducted by a mutually agreeable mediator in a mutually agreed upon location.

C. Other Legal and Equitable Remedies. If the parties are unable to resolve a Dispute using the mechanisms described in this paragraph, then either party is entitled to pursue all legal and equitable remedies.

16. Nature of Relationship. School and CMO expressly acknowledge that CMO is an "independent contractor" and nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, a joint venture relationship, an agency relationship, or to allow School the right to exercise control or direction over the

manner or method by which CMO performs the services that are the subject matter of this Agreement. CMO does not have the power to, and shall not, enter into any agreement or incur any obligations on behalf of School. School does not have the power to, and shall not, enter into any agreement or incur any obligations on CMO's behalf, or commit CMO in any manner without CMO's prior written approval.

17. Independence and Responsibility of School. CMO will undertake all CMO Services with the full knowledge that as a vendor for School, it is a paid service provider and does not have the authority to make decisions regarding School operations that have not been authorized by the School Board as specified in this Agreement or any additional written agreement between the parties. As CMO renders services only at the behest of School, the School Board maintains final decision-making authority in all matters pertaining to school operations. Specifically the parties agree, as follows:

A. School and CMO affirm that no conflict of interests exists between them. School understands that Eric Mahmoud is involved in the relationship between School and CMO in several capacities. Mr. Mahmoud is the CEO of CMO. Mr. Mahmoud and his spouse have a financial interest in Seed, Inc., the owner of the building located at 1300 Olson Memorial Hwy., Minneapolis, Minnesota. Mr. Mahmoud and his spouse have been and may in the future be employed by Seed, Inc. Seed, Inc. may be engaged from time to time to provide services to CMO at CMO's expense.

B. The School Board is ultimately responsible for the success or failure of the school, and CMO is a vendor of services.

c. The School Board shall maintain independent oversight and fiduciary responsibility over the School budget at all times.

D. The Charter School Contract shall take precedence over this Agreement in the event of any conflict in terms between the two.

E. School shall be solely responsible, according to the terms of the Charter School Contract, for dissolution of the School.

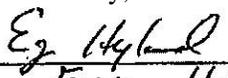
F. All instructional materials, furnishings, equipment and property purchased for School with public funds shall remain the property of School at all times.

G. The School Board shall select, retain and compensate all attorneys and auditors performing professional services on behalf of School.

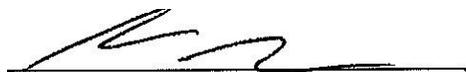
H. All employees, contractors, or agents of the CMO who have direct or regular contact with the students of School shall have criminal background checks required by Minn. Stat. §124D.10.

18. Fees and Expenses. Except as may be expressly agreed by School, CMO is responsible for all CMO expenses incurred performing services under this Agreement.
19. Assignment. This Agreement may not be assigned by either School or CMC).
20. Governing Law and Venue. This Agreement shall be governed, construed and enforced in accordance with the laws of the State of Minnesota. Any dispute arising out of or related to this Agreement shall be resolved in a Minnesota forum.
21. Modification. This Agreement may not be modified or otherwise changed except in a written modification signed by all of the parties.
22. Entire Agreement. This Agreement incorporates the entire agreement and understanding between School and CMO relating to the independent contractor relationship between them. This Agreement supercedes and replaces any prior agreements or understandings of the parties. CMO and School confirm that there are no promises, representations, collateral agreements or understandings not expressly incorporated into this Agreement.
23. Severability. In the event that any provision of this Agreement shall be determined to be invalid or unenforceable for any reason, the remaining provisions of this Agreement shall be unaffected thereby and shall remain in full force and effect.
24. Authority and Acknowledgment. By signing this Agreement, the undersigned represent they have been duly authorized to bind the entity for which they sign to all of the provisions of this Agreement and acknowledge that they have carefully examined this Agreement and fully understand and agree to each of its provisions.

Best Academy, Inc.


 By: Erica Hyland

Its: School Board Chair
 Harvest Network of Schools,
 Inc.



By: Eric Mahmoud
 Its: CEO

Schedule of Services

General Management and Compliance

CMO will have overall responsibility for: (i) communications between CMO and School as needed to keep the School Board informed of CMO's activities and performance; (ii) compliance with all Applicable Law and the provisions of the Charter School Contract; and (iii) all reporting required of School by Applicable Law and or the Charter School Contract.

Periodic Reports to School Board

CMO will provide written reports regarding the program and financial status of the School at least three (3) business days prior to each of its School Board's regularly scheduled meetings and on at least a quarterly basis on or before October 31st, January 30th, April 30th and July 31st of each year. CMO will also timely alert the School Board of any previously unforeseen event, crisis, or issue that will require School Board action or additional planning.

Annual Report on Behalf of School Board

On an annual basis, CMO shall timely publish and file an Annual Report approved by the School Board, containing at least all information required by the Minnesota Department of Education ("MDE") consistent with §124D.10, subd. 14, of the Charter School Act. CMO will distribute the Annual Report by publication, mail, or electronic means to the MDE, School Board, School employees, and parents and legal guardians of students enrolled in the School, and post the report on School's official Web site.

Annual Reports to the School Board

On at least an annual basis, CMO shall report to the School Board on: (i) its performance of the requirements of this Schedule of Services; (ii) evidence of student achievement; (iii) evidence of parent and student satisfaction; (iv) rates of attrition/retention for both students and Professional Employees; and (v) such other and further information regarding human resources, educational leadership and student achievement as the School Board may request.

Administrative Training

CMO and/or presenters engaged by CMO will provide administrative training to the School Board (and Professional Employees as appropriate) regarding roles and responsibilities of, and interactions between, all of the relevant actors including MDE, ACNW, School Board, Professional Employees, CMO, CMO staff and CMO Board of Directors. The training provided by CMO will include the School Boards development and adoption of annual goals for the School and will satisfy any School Board training requirements of ACNW or Applicable Law.

CMO will have overall responsibility for setting the curriculum and evaluation protocol, and assisting the School Principal on matters of implementation related to both curriculum and student evaluation.

Curriculum

CMO, in consultation with the School Board and Principal, will develop, modify when and as needed, and maintain a comprehensive curriculum designed specifically to enable the School's students to excel academically and meet standards imposed by the MDE and/or other regulatory authority.

Student Evaluation

CMC), in consultation with the School Board and Principal, will determine the tools to be used to evaluate student performance, provide those tools to the School, set a schedule for the School's use of those tools, and develop a format and set a schedule for the School to report on student achievement as measured by the evaluation tools.

Support for Principal

CMO will provide guidance and assistance to the School Principal as needed to effectively implement the curriculum and student evaluation protocol. CMO will evaluate the Principal's performance and provide a performance report and recommendation for retention or termination to the School Board at least annually.

Recruitment and Retention of Professional Employees and Students

CMO will have overall responsibility for all programs related to recruiting, developing, evaluating and retaining all Principals, Assistant Principals, Instructional Leaders, Teachers and Educational Assistants ("Professional Employees") of the School; and for all programs related to recruiting and retaining students.

Professional Employee Recruiting

CMO will recruit qualified candidates to fill all Professional Employee positions for the School. CMO will work with the Minnesota Department of Education to expand the pool from which qualified teaching candidates may be recruited.

Employment of Professional Employees

CMO will provide the School with qualified candidates from whom the School shall hire its Professional Employees. CMO will manage the hiring process and provide orientation and training of new hires. School will be the employer of all Professional Employees.

Professional Development

CMO will develop, modify when and as needed, and maintain a comprehensive curriculum designed specifically to expand and enhance the professional development of the School's Professional Employees. CMO will manage contractual relations with all professional development program and/or material providers.

Evaluation

CMO, in consultation with School Board and Principal, will determine the tools to be used to evaluate Professional Employee performance, provide those tools to the School, and set a schedule for the School's use of those tools. CMO will analyze the evaluations and other relevant data to evaluate the competence and performance of Professional Employees and provide a performance report and recommendation for retention or termination to the School Board at least annually.

Retention

CMO will develop, modify when and as needed, and maintain a comprehensive Professional Employee retention plan designed specifically to encourage high performing Professional Employees to continue their employment with the School.

Student Recruiting and Retention

CMO will develop, modify when and as needed, and maintain a comprehensive student recruiting and retention plan designed specifically to fill all available seats. The plan will include efforts to actively engage the parents of the students in the vision and activities of the School.

Financial Management

CMO will have overall responsibility for managing School's financial affairs and traditional human relations functions.

Budgeting

CMO, in consultation with the School Board and Principal, will develop an annual budget for the School that reflects realistic expectations for revenues and expenses. School Board will approve the annual budget and any material changes to the budget.

Cash Management

CMO will receive all revenues credited to School for deposit in School's account, and pay from School's account all expenses charged to School.

Accounting and Audit

CMO will maintain appropriate accounting records for School and arrange for annual independent audits of School's financial affairs by an auditor selected, retained and compensated by School Board.

Reporting

CMO will provide periodic (monthly as appropriate) financial reporting to School Board including, but not limited to, balance sheets, income statements and forecasts as appropriate.

Purchasing

CMO will serve as the purchasing agent for School for all goods and services. CMO will make appropriate arrangements for the delivery to the School of the goods or services it purchases on behalf of School.

Payroll & Benefits

CMO will manage the payroll and benefits programs for all Professional Employees of the School, including all related recordkeeping functions.

Human Resources

CMO will manage the traditional HR functions including compensation and benefits, workers compensation, unemployment compensation, employee evaluations, and creation and maintenance of an employee handbook.

Operations

CMO will have overall responsibility for all programs related to the non-educational operations of the School.

Development of Standardized Organizational Processes

CMO, in consultation with the School Board and Principal, will develop, modify when and as needed, and maintain: a school master calendar; and a comprehensive set of standard operating procedures designed specifically to ensure timely and efficient completion of organizational processes such as budgeting, student evaluations, Professional Employee evaluations, promotions and discipline, School Board meetings, and necessary record keeping related to such processes.

Real Estate and Facilities Management

CMO will manage all real estate and facilities management related matters necessary to ensure that School has an appropriate physical plant in which to operate. This service includes CMO's management of custodian services, and building repair and maintenance needs.

Transportation Services

CMO will contract with providers for adequate transportation services for the School's students. CMO will manage all issues related to student bus service including oversight of bus company performance; supervision and management of student discipline while on the bus; supervision and management of bus arrival and departure processes including staff allocation; management of bus route changes for new students and changes; management of field and special event trips; and management of parent issues and requests related to student transportation.

Information Technology

CMC), in consultation with School Board and Principal, will manage the acquisition and maintenance of such information technology necessary to fulfill the curriculum and student evaluation plans and School administrative functions.

Food Services

CMO will manage the food services provided to the students at the School.

Health and Safety Services

CMO will manage all Applicable Law health and safety requirements including compliance with Minn. Stat. § 121 A. 15, requiring proof of student immunizations.

Clerical and Security Services

CMO will manage door security and visitor registration; attendance and tardiness tracking and data input; issuance of daily attendance reports, weekly events and daily updates; and, copying or report production projects.

External Relations

CMO will have overall responsibility for the development and maintenance of all relationships between the School and the community at large, and for the management and organization of all charitable fundraising activities with, among others, individuals, corporations, and foundations.

Branding

CMO will develop, maintain and promote an HNS brand and key messaging that will be used in connection with all materials related to the School.

Development

CMO will develop and pursue both short-term and long-term development plans to engage the philanthropic community in raising funds to be used to enhance the School 's programs.

External Communications

CMC), in consultation with the School Board and Principal, will develop and execute on a communication plan that will keep the community informed of the achievements and accomplishments of the School, its Professional Employees, and its students.

Volunteer and Community Partnerships

CMO, in consultation with the School Board and Principal, will develop and execute on a plan to engage volunteers and the community in the work of the School.

Advocacy

CMO will develop and pursue both short-term and long-term advocacy programs to advance the interests of its students, the communities it serves, and the I-INS network of schools.