

The Harvest Best Academy
District #4192
World's Best Workforce & Annual
Report
2019-2020



Unleashing Potential Transforming Community

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1. School Information

CONTACT INFORMATION

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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 in 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

Best Academy has been with Osprey Wilds since Best Academy first opened in 2008. And its current contract ends in 2019. Best Academy's contractual relationship with Osprey Wilds 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.

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to

schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds 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.

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2. Implementation of Primary and Additional Statutory Purposes

The Best Academy's statutory purposes as identified in our school's contract with Osprey Wilds 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 dat

3. Student Enrollment & Demographics

STUDENT ENROLLMENT

Provide a brief narrative discussing enrollment trends, anticipated enrollment, or other relevant enrollment information.

Complete the table below, deleting grade level rows that are not relevant.

Number of Students Enrolled	2018-19	2019-20	2020-21 (est.)
Kindergarten	107	103	100
1st Grade	88	101	90
2nd Grade	88	99	90
3rd Grade	91	91	90
4th Grade	101	85	90
5th Grade	87	86	90
6th Grade	84	83	85
7th Grade	82	72	75
8th Grade	63	65	75
Total	791	785	785
Total ADM (Average Daily Membership) for year	693	704	700

STUDENT DEMOGRAPHICS

Provide a brief narrative regarding demographic trends.

Demographic Trends	2018-19	2019-20	2020-21 (est.)
Total Enrollment	789	783	785

Male	426	399	395
Female	363	384	390
Special Education	95	86	90
English Learners	257	213	220
Free/Reduced Priced Lunch	89%	90%	90%
Black, not of Hispanic Origin	789	779	780
Hispanic/Latino	0	3	4
Asian/Pacific Islander	0	0	0
American Indian/Alaskan Native	0	0	0
White, not of Hispanic Origin	0	1	1

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

	2017-18	2018-19	2019-20
Overall Student Attendance Rate	95% (BA) 92% (HP)	94%	92%

STUDENT ATTRITION

There is no guidance in statute or from MDE regarding what is meant by student attrition. The following are possible approaches suggested by Osprey Wilds, as we believe this information is valuable for the school, the authorizer, and the community. Essentially, we believe that it is useful to understand if students are staying at your school year after year. You may consider using one or all of these approaches or another approach that effectively tells the story.

Provide a brief narrative discussing attrition rates, which arguably could be called “retention rates” as opposed to “attrition rates.” If you have multiple years of data, discuss trends.

Percentage of students* who were continuously enrolled between October 1 of the 2018-2019 school year and October 1 of the 2019-20 school year.	63%
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**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

Percentage of students* who continued enrollment in the school from Spring 2019 to October 1, 2019.	73%
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**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

STUDENT MOBILITY

Percentage of students who were enrolled for 95% or more of the 2019-20 school year.	84%
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Provide a brief narrative discussing these rates, including the trends over the past two-three years if that data is available.

5. Educational Approach & Curriculum

OUR CURRICULUM AND APPROACH

Harvest Best Academy follows a standards based approach and uses a variety of curriculum to meet the needs of our scholars.

ELA: During the 19-20 school year, we worked with a consultant called the Lavinia group and introduced intense Close Reading (2nd -8th grade) and Guided Reading (K-8th grade) lessons to build up the reading progress for our students. In addition, we used the Journeys curriculum for Reader's Workshop and Read Alouds to address grade level benchmarks. In our K-1 classrooms we continued to use Reading Mastery for our students to have the foundations in literacy beginning with phonics.

Math: In our K-6th grade rooms we utilized the Envisions curriculum and supplemented it with teacher created materials surrounding the math benchmarks that were not covered in Envision. 7th grade used the common Core Algebra 1 and in 8th grade we used Prentice Hall Algebra Readiness.

Science: K-5th grade utilized FOSS Science which is a hands on Science Curriculum used to engage students in science exploration. Our 6th-8th grade students followed the Pearson Interactive Science Curriculum where they had more technological opportunities to aid in their Science Knowledge.

Social Studies: In our K-5th grade classrooms, teachers used Houghton Mifflin Harcourt to advance their thinking and knowledge of history. Teachers also created materials around the Social Studies benchmarks for their grade level. Our 6th-8th grade teachers created all their materials in relation to the benchmarks and connecting to what was happening in current events.

Specialists: Students rotated specialists on a daily basis. Students were able to participate in Physical Education, Computer/Technology, Visual arts, and an Afro-Centric Arts Class so that they were exposed to a variety of different areas and connected to the cultural history of our school.

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. For students with special needs, Harvest Best Academy maintains records of students goals and objectives. Harvest Best Academy continues to work with Nystrom and Associates to provide students with mental health support both in distance learning and once we return to the building.

Special education students are assigned a case manager that helps support them in the Individualized Education Plans and ensure that they have access to the general education materials. Students are referred to special education after completing 12 or more weeks of target interventions and a referral process. The special education team meets weekly to ensure that staff and students are supported in accomplishing their goals.

THE ENGLISH LEARNERS PROGRAM

Approximately 30% of students at Harvest Best Academy are identified as English Language Learners (ELL). The vast majority of our ELL students are Somali speaking. Our goal for HBA ELL students is to provide services that support them in their language skill development so they may access the general education classroom content.

ELL students at language levels 2-4, as indicated by their most recent WIDA ACCESS 2.0 score, will receive approximately 2 hours per week of English Language

Development (ELD) instruction from a licensed ELL teacher. ELL students at a language level of 1, also referred to as newcomer students, receive approximately 8 hours a week of ELD instruction from a licensed ELL teacher. ELL services are provided via small group push in, small group pull out, and co-teaching models. The method of services is determined on a case-by-case basis with the following factors as considerations: classroom schedules, language level, and ELL teacher schedules.

The ELD curriculum is created by the ELL team using the Thematic Based Instruction approach. The curriculum integrates skills taught during content classroom, student reading level, and language skills. The curriculum addresses both WIDA Language and Common Core ELA standards. Newcomer students also receive support to address gaps in foundational literacy and math skills.

Teacher Supports

In addition, the Best Academy and Harvest Preparatory have 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 ongoing 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.)
- First year teachers are assigned a mentor teacher to help navigate curriculum and program initiatives.
- Teachers are observed and given feedback on a weekly to bi-weekly basis as well as having 1:1 coaching and feedback from instructional leaders.

COMMUNITY PARTNERSHIPS

- - McPhail
- - Girl Scouts
- - Reading Corp
- - Experience Corp
- - Leukemia Society of MN
- - Big Brother Big Sister
- - Twin Cities Road Crew
- - Breck High School
- - Cargill
- - Boston Scientific

Community partners serve an integral part of our program. These partnerships ensure that we are offering our scholars well rounded opportunities as well as different ways to engage scholars with caring adults. Partnerships also provide scholars the opportunity to think about a career path based on exposure to a career that a scholar may find interest in.

There has been significant and positive outcomes from these partnerships that Harvest Best Academy has enjoyed over the years. Three years ago the former CEO of Cargill gave one of our seniors a four year scholarship after engaging with this scholar at a Junior Achievement event. We had another scholar decide to study engineering after participating in a Boston Scientific event.

6. Innovative Practices & Implementation

In April 2019 Harvest Best Academy contracted with the Lavinia Group. The Lavinia Group is an academic partner whose founder Arin Lavinia was the Director of Literacy for Success Academies, one of the highest performing networks of schools in the country. HBA contracted with Lavinia to transform its literacy program. Lavinia provided professional development, leader and teacher coaching in the implementation of guided reading and close reading practices.

During the period of the Minnesota Shelter In Place Order and the transition from in-person to virtual instruction during the months of April – June 2020, Lavinia provided professional development on best practice in virtual instruction.

7. Academic Performance: Goals & Benchmarks

Like most schools, HBA had a challenging year responding to COVID-19 and the impact on the ability to collect data in the spring. Positioned to see progress and improvement through the work that the teams did with Lavinia last year and the growth they were expecting to see in the spring MAP test and subsequent MCA scores, ultimately could not be administered. HBA continued to work towards to goal of 95% attendance and drive hard on the OW Environmental Goals.

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 Outcomes

Goal: Over the period of the contract, students at Best Academy (Best) will demonstrate increased ability to regulate social and emotional control.

Measure 1.1: From FY19 to FY22, the average of the annual percentages of students eligible for Fun Friday celebration using the school-wide behavior management system will be at least 80%. *On average, from September, 2019-March 9, 2020 HBA averaged 80% attendance and participation in the Fun Friday Celebration. Also, last year HBA gave incentives for teachers to leverage the “positive” points of the system.*

Measure 1.2: From FY19 to FY22, the number of suspensions will decrease by 10% each year OR by 20% over two years from the baseline of 236 suspensions in FY18. *HBA had 114 suspensions in FY20.*

WBWF Goal Areas Addressed by this Goal: AGC

Key Measures & Results for this Goal: *Provide data and an analysis of the school’s performance on this goal, addressing key measures.*

Indicator 2: English Language Learners

Goal: Over the period of the contract, English Learners at BEST Academy will demonstrate adequate progress towards English language proficiency.

Measure 2.1 (AGC) : From FY19 to FY22, the aggregate percentage of English Learners meeting target on the ACCESS test grades K-8 will be equal to or greater than that of the state percentage of English Learners meeting target.

Measure 2.2 (AGC): From FY19 to FY22, the average progress toward target for English Learners grades K-8 on the ACCESS test will be equal to or greater than the state average progress toward target.

WBWF Goal Areas Addressed by this Goal: AGC

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

Provide relevant ACCESS data for your school. NOTE THAT THIS MAY NOT BE AVAILABLE FOR FY20.

Percentage of students making progress towards English Language Proficiency	School	State Target	Percentage of students meeting English Language Proficiency targets	School Average	State Average
2019-20	55.4%	46.0%	2019-20	32.9%	40.1%

The ACCESS data for 2019-2020 is based on the grades of students who were able to complete the assessment before we transitioned to online learning due to the pandemic. Grades K, 1, 2, 5, 6, 7, and 8 were able to finish the assessment to get an overall score. Grades 3 and 4 were unable to complete all sections of the test, therefore, they could not obtain an overall score. This affected approximately 60 students of the ~200 that were identified as ELL.

The statewide target for the average number of students making progress towards English Language proficiency is 46.6%. HBA is beating that target by 9.4% because they achieved 55.4% in the 2019-2020 school year.

The statewide average percentage of students meeting their individual English language proficiency targets was 40.1% in the 19-20 school year. The school's average was 32.9%. The state averaged 7.2% more students meeting their targets than the school.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at Best will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments **Due to the school closure that started on March 16, 2020 and transition to distance learning, this data is not available for last year. Moreover the school used MAP Data, but was unable to administer the second round of MAP Testing due to COVID-19.**

WBWF Goal Areas Addressed by this Goal:CCR

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

Measure 3.1 [CCR] – 1 Point: In FY19, the average growth z-score for all students in grades 4-8 on state accountability tests will be equal to or greater than 0.00

Measure 3.2 [CCR] – 1 Point: In FY19, the aggregate percentage of students in grades 4-8 who achieve a positive z-score on state accountability tests will be greater than 50.0%

Measure 3.3 [CCR] – 14 Points: From FY19 to FY22, the aggregate percentage of students in grades K-8 who meet their fall to spring NWEA RIT expected growth target will be at least 50%.

Measure 3.4 [CCR] – 1 Point: In aggregate, from FY21-FY22, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state.

Measure 3.5 [CCR] – 3 Points: In aggregate, from FY21-FY22, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state

Indicator 4: Math Growth

Goal: Over the period of the contract, students at Best will demonstrate growth in math as measured by state accountability tests and nationally normed assessments. **Due to the school closure that started on March 16, 2020 and transition to distance learning, this data is not available for last year. Moreover the school used MAP Data, but was unable to administer the second round of MAP Testing due to COVID-19.**

WBWF Goal Areas Addressed by this Goal: CCR

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

Measure 4.1 [CCR] – 1 Point: In FY19, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

Measure 4.2 [CCR] – 1 Point: In FY19, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%

Measure 4.3 [CCR] – 14 Points: From FY19 to FY22, the aggregate percentage of students in grades K-8 who meet their fall to spring NWEA RIT expected growth target will be at least 50%

Measure 4.4 [CCR] – 1 Point: In aggregate, from FY21-FY22, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state.

Measure 4.5 [CCR] – 3 Points: In aggregate, from FY21-FY22, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at Best will demonstrate proficiency in reading as measured by state accountability tests. **Due to the school closure that started on March 16, 2020 and transition to distance learning, this data is not available for last year.**

WBWF Goal Areas Addressed by this Goal: RG3, CCR, AGC

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.

Measure 5.1 [RG3] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in grade 3 will be at least 45.0 OR will be greater than that of the state for the same grade (3).

Measure 5.2 [RG3] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in grade 3 will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same grade (3).

Measure 5.3 [CCR] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in grades 4-8 will be at least 56.0 points OR will be within 10 points of the state for the same grades (4-8).

Measure 5.4 [CCR] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in grades 4-8 will be equal to or greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same grades (4-8).

Measure 5.5 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (3-8).

Measure 5.6 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the

resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (3-8).

Measure 5.7 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Special Education subgroup will be within 10 points of the state for the same subgroup and the same grades (3-8)

Measure 5.8 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Special Education subgroup will be equal to or greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (3-8).

Measure 5.9 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the state for the same subgroup and the same grades (3-8).

Measure 5.10 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (3-8).

Measure 5.11 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Black subgroup will be greater than that of the state for the same subgroup and the same grades (3-8).

Measure 5.12 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Black subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (3-8).

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at Best will demonstrate proficiency in math as measured by state accountability tests. **Due to the school closure that started on March 16, 2020 and transition to distance learning, this data is not available for last year.**

WBWF Goal Areas Addressed by this Goal: AGC and CCR

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

Measure 6.1 [CCR] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in grades 3-8 will be at least 55.0 OR will be within 15 points of the state for the same grades (3-8).

Measure 6.2 [CCR] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in grades 3-8 will be within 8 points of the resident district (ISD 1 – Minneapolis Public School District) for the same grades (3-8).

Measure 6.3 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be within 5 points of the state for the same subgroup and the same grades (3-8).

Measure 6.4 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (3-8).

Measure 6.5 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Special Education subgroup will be within 15 points of the state for the same subgroup and the same grades (3-8).

Measure 6.6 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Special Education subgroup will be within 5 points of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (3-8).

Measure 6.7 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the state for the same subgroup and the same grades (3-8).

Measure 6.8 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (3-8).

Measure 6.9 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Black subgroup will be greater than that of the state for the same subgroup and the same grades (3-8).

Measure 6.10 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Black subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (3-8).

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at Best will demonstrate proficiency in science as measured by state accountability tests **Due to the school closure that started on March 16, 2020 and transition to distance learning, this data is not available for last year.**

WBWF Goal Areas Addressed by this Goal: CCR, AGC

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

Measure 7.1 [CCR] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in grades 5 & 8 will be at least 45.0 points OR will be within 15 points of the state for the same grades (5 & 8).

Measure 7.2 [CCR] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in grades 5 & 8 will be within 10 points of the resident district (ISD 1 – Minneapolis Public School District) for the same grades (5 & 8).

Measure 7.3 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5 & 8).

Measure 7.4 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (5 & 8).

Measure 7.5 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Special Education subgroup will be within 15 points of the state for the same subgroup and the same grades (5 & 8).

Measure 7.6 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Special Education subgroup will within 5 points of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (5 & 8).

Measure 7.7 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the state for the same subgroup and the same grades (5 & 8).

Measure 7.8 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the English Learner subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (5 & 8).

Measure 7.9 [AGC] – 1 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Black subgroup will be equal to or greater than that of the state for the same subgroup and the same grades (5 & 8).

Measure 7.10 [AGC] – 1 Points: From FY19 to FY22, the school’s aggregate proficiency index score for students in the Black subgroup will be greater than that of the resident district (ISD 1 – Minneapolis Public School District) for the same subgroup and the same grades (5 & 8).

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: Over the period of the contract, students at Best will demonstrate readiness for kindergarten as measured by student participation in kindergarten readiness activities sponsored by the school. *In the 19-20 school year, 85% of kindergartners (incoming) participated in the kindergarten round up event.*

WBWF Goal Areas Addressed by this Goal: R4K

Key Measures & Results for this Goal: *Provide data and an analysis of the school’s performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

Measure 8.1 [R4K] – 1 Points: From FY19 to FY23, the aggregate percentage of students who will be enrolling in the school’s Kindergarten program and attend a Kindergarten Round Up prior to the start of the school year will be at least 75%

Indicator 9: Post Secondary Readiness

N/A

Indicator 10: Attendance

Goal: Over the period of the contract, students at Best will attend the school at high rates. *From September, 2019-March, 2020 the average attendance rate was 95%.*

WBWF Goal Areas Addressed by this Goal: N/A

Key Measures & Results for this Goal: *Provide data and an analysis of the school’s performance on this goal, addressing key measures. Note that state accountability data, as well as locally administered assessment data may not be available. Report this in the results section.*

Measure 10.1 – 4 Points: From FY19 to FY22 the average of the school’s annual consistent attendance rates will be equal to or greater than the state.

Federal and State Accountability

.

World's Best Workforce: *MDE will provide World's Best Workforce data profiles. Schools should provide a summary of the World's Best Workforce data profile including:*

- *3rd grade reading scores*
- *8th grade math scores*
- *Achievement gap data*
- *Graduation rates*
- *Teacher equity data*

High Quality Charter School Status: HBA has not been identified as such. HBA has no plans for expansion or replication at this time.

ESSA Identification

HBA is not currently identified to receive additional or comprehensive support.

8. Educational Effectiveness: Assessment & Evaluation

Harvest Best Academy uses data to drive the progress of both our staff and our students.

At the beginning of the 2019-2020 school year, we looked at the progress of our students in Language Arts and noticed significant gaps in their comprehension. We partnered with Lavinia Group to train our staff in both Close Reading and Guided Reading best practices in order to meet the high needs of our students. They were a partner for the entire year so that we could provide feedback and additional professional development based on the reading data. We used Close Reading and Guided Reading trackers to track if scholars had successfully mastered the transferable strategy of the week. In addition, we met with staff weekly to look at the progress of students and adjust instruction and interventions based on student progress. All of these skills were aligned with MN and Common Core standards to push our students thinking. In math, we used a lot of hands on strategies to solve complex problems as well as utilizing daily Math Stories. These 'stories' have students do most of the heavy lifting and represent word problems in their own way. Students analyze what the problem is asking and share with one another their ideas. We found that this new addition to our existing Envisions curriculum was supporting our scholars in being able to break down mathematical concepts and really understand what questions were asking. Students took weekly math quizzes that were tracked and discussed during weekly meetings. We were excited to offer FOSS science for the first time. This program offered our scholars hands on experiments and observations to foster a

deeper understanding of Science and the world around them. In addition to the experiments, this new program had texts to support what they were learning both in print and online.

To meet the needs of all our students, HBA had an instructional leader for each grade level. These leaders would meet with grade level teams weekly to look at standards and benchmarks that were not at mastery level. Teams would then formulate a plan to go back and reteach and reassess material. This would include small group instruction, as well as interventionists and title one teachers providing more individualized support.

We value the input that our staff have in regard to implementing curriculum. Before we adjusted our program to include Lavinia, Math Stories, and FOSS science we had teams of teachers look over the materials and provide their input. This included meeting with them ahead of time to discuss gaps that they were seeing in the current curriculum, evaluating multiple curriculums, as well as giving input into new materials. They looked at the needs of the students, what the curriculum offered, cost, as well as how it would move our scholars forward in their education.

Our teaching staff have a wide range of abilities and experience. We were able to maintain a majority of our staff this year. Newly licensed teachers were matched with mentors to assist in day to day operations as well as support new curriculums. All licensed teachers were observed on a weekly to bi-weekly basis and given face to face meetings every other week. This helped make sure that all of our staff were adequately prepared and that scholars' needs were being met. On grade level teams, leadership made sure that there was at least one veteran teacher that was able to assist new members of the team.

9. Student & Parent Satisfaction

Best Academy surveyed parents during the distance learning time to ensure the parents were satisfied with the services provided and looked for ways to improve. 82 parents responded to the survey that was delivered via text and put on the schools website. When asked If their family was given enough information to prepare for distance learning, 87.8% responded that they agreed or strongly agreed. When asked if they understood the attendance policy 91.5% responded that they agreed or strongly agreed. When asked if the workload felt manageable, 81.7% of parents agreed or strongly agreed. The parents were asked if they understood the expectations for the students and 86.6% rescinded that they agreed or strongly agreed. 89% of parents responded that they felt supported by teachers and Best Academy staff members. When asked if they understood the consequences of not using the devices appropriately 95.1% of parents agreed or strongly agreed. Best Academy will continue to survey parents during distance learning to ensure that parents and students are supported.

10. Environmental Education

The mission of Best Academy's authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

Describe the school's approach to environmental education. Provide a narrative that outlines how the school's environmental education program is increasing students' environmental literacy, and how the school knows students are becoming more environmentally literate (i.e. how does the school measure progress toward that goal?). In addition, discuss the school's successes and challenges in the last year as it relates to the environmental education program. Finally, describe how the school applies environmental education values and strategies to the needs and unique aspects of the school's educational program or the needs of the school community. (In other words, how does the school make environmental education relevant to its students or mission?) The narrative should be short (approximately one page), and should provide sufficient information about how the school is implementing its environmental education program so that a general audience has a sense of how the school is meeting its environmental education goals. **Note:** Osprey Wilds gathers specific data on the contractual goals through the EE Survey and other tools, so you do not need to and should not report directly on your goals here.

NEW THIS YEAR: Describe how the school incorporated environmental education into its distance learning plan and instruction. Identify tools/strategies used, challenges in implementation, and what support would be needed in future distance learning periods to incorporate environmental education more fully.

11. Governance & Management

BOARD OF DIRECTORS

The HBA Board of Directors is a comprehensive group of teachers, community members and parents that guide the school through the work of addressing their vision and mission.

Member Name	Date Elected	Date Seated	Term End Date	Email Address
Ezra Hyland, CR Chair	April, 2018	July 1, 2018	June, 2021	hyezra@gmail.com
Louis King CR Treasurer	April, 2017	July 1, 2017	Sept. 2020	ljking@saoic.org
Meghan Roegge TM Director	April, 2017	July 1, 2017	Sept. 2020	mroegge@thebestacademy.org
Nicholas Boettcher TM Director	April, 2017	July 1, 2017	Sept. 2020	nboettch@outlook.com
Hallie Johnson TM Director	April, 2017	July 1, 2017	Sept. 2020	hjohnson@thebestacademy.org.
Laquita Love-Lim o PM Director	Jan. 2020	Dec. 2019	Jan. 2023	laquita.limo@gmail.com
Anura Si-Asar CM Director	April, 2018	July 1, 2018	June, 2021	sirriusa@msn.com
Deandra Knighten	April, 2018	July 1, 2018	June, 2021	dknighten@gmail.com

PM Director				
Fowsiya Dahir CM Director	April, 2017	July 1, 2017	Sept. 2020	fmakhtal@hotmail.com

Initial Training

Those individuals who have red boxes still need to have their initial training complete. HBA will develop a plan to have this completed.

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Ezra Hyland, CR, Chair	July, 2018	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer	XX/XX/XXXX Presenter or Trainer
Louis King, CR, Treasurer	July, 2017	September, 2017 Aaliyah Hodge	September, 2017 Aaliyah Hodge	September, 2017 Wendy Hines/Aaliyah Hodge
Meghan Roegge, TM, Director	July, 2017	September, 2017 Aaliyah Hodge	September, 2017 Aaliyah Hodge	September, 2017 Wendy Hines/Aaliyah Hodge
Nicholas Boettcher, TM, Director	July, 2017	September, 2018 Rochell Hayes	September, 2018 Rochell Hayes	September, 2018 Wendy Hines
Hallie Johnson TM, Director	July, 2017	September, 2018 Rochell Hayes	September, 2018 Rochell Hayes	September, 2018 Wendy Hines

Laquita Love-Limo, CM, Director	January, 2020			
Anura Si-Asar, CM, Director	July, 2018	September, 2018 Rochell Hayes	September, 2018 Rochell Hayes	September, 2018 Rochell Hayes
Deandra Knighten, CM	July, 2018	September, 2018 Rochell Hayes	September, 2018 Rochell Hayes	September, 2018 Rochell Hayes
Fowsiya Dahir	July, 2017			

Annual Training

There was no board annual training during the 19-20 school year. There were three trainings scheduled in March, April and May but they were cancelled due to the pandemic. Below you will find a proposed annual training plan for the HBA Board of Directors. Please note, that at the time of submission this is not board approved.

Annual Training – FY20			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
All HBA Board Members	December 2020	School Governance	TBD
	January 2021	Employment Law	Nicole Tabor
	February 2021	School Finance	Stacey Beetham
	March 2021	Special Education Finance	Emily Peterson

MANAGEMENT

LIST OF ADMINISTRATORS/QUALIFICATIONS

The Harvest Best Academy

Rachelle Larson: Masters in Instructional Leadership

Fatou Diahame: Masters in Instruction and currently working on administrative license

PROFESSIONAL DEVELOPMENT PLAN FOR Ms. Fatou and Ms. Larson

Ms. Fatou and Ms. Larson

July 18th 2019: Instructional Leadership training on Classroom Management and Real Time Coaching- Big Rock Educational Systems

August 22nd and 23rd, 2019: Classroom Management and Real Time Coaching- Big Rock Education Systems

Principals worked with a consultant from Big Rock Education Systems from July – Nov to analyze engagement in the classroom. With this analysis they created Real Time Coaching plans for each teacher to help them grow.

Lavinia Group: Ongoing reading consultant from **July 2019- June 2020**.

Principals and coaches worked closely with Lavinia Group to support teachers and students with Close Reading and Guided Reading. Principals would receive feedback in regards to their coaching to help teachers improve.

Dec 15th 2019: Lavinia Leadership Test Preparation Professional Development

Principals were trained in best practices for test preparation before MCAs

Jan 22nd 2020: Get Better Faster with Uncommon Schools

Principals attended this training to closely work with teachers on action steps to 'Get Better Faster' depending on the needs within the classroom.

Book Study: Crucial Conversations: Principals, along with the leadership team discussed this book weekly for a few months to help establish healthy dialogue amongst colleagues and peers.

Ms. Larson

April 29th 2020: Education Week Webinar 'Looking Ahead: Planning for Education in a Post Covid World'

This webinar was how to address the needs of students and families during the Covid 19 shut down.

July 23rd 2020: MDE 'Thinking and Talking about our Whiteness'

This was a discussion surrounding equity in the schools

Ms. Fatou

July 8th- 12 2019: Math standard Institute

Week long math institute around using standards and focus on equity

12. Staffing

To best align with our mission we seek to provide the best licensed staff and non-licensed staff in the state. We do this by building relationships with schools throughout the Metro area and recruiting both near and far. We use many platforms and recruitment events. We seek to be intentional about creating an environment that reflects the families we serve. Although we are facing a nationwide teaching shortage, we continue to look and build from within by providing ongoing opportunities for professional development throughout the year.

2019-20 Staffing

2019-20 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2020-21 Status*	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Anderson (Kuller), Amy	505617	Elementary Education	NR	
Bajema, Helen	1000930	Elementary Education	R	
Bang, Kim	485330	Elementary Education	NR	
Berceau, Anna	483834	Mathematics	R	
Blumenshine, Sara	499429	Elementary Education	R	
Boettcher, Nicholas	487244	Physical Education	R	
Braun, Sarah	1000973	Elementary Education	R	
Citarella, Michelle	495621	Elementary Education	R	

Cunningham, Erin	482237	Elementary Education	R	
Fahnbulleh, Gloria	1001245	Elementary Education	R	
Farniok, Kari	506530	Elementary Education	NR	
Fay, Grace	481355	Elementary Education	R	
Flieth, Douglas	387771	Elementary Education	R	
Foluke, Makini	497717	Short Call Sub	R	
Gorrilla, Margaret	512655	ESL	R	
Graham, Sarah	512528	Short Call Sub	R	
Green, Diane	434694	Elementary Education	R	
Greene, Mary	324671	Elementary Education	NR	
Hayow, Layla	1000023	ESL	R	
Hussain, Samina	396906	Elementary Education	NR	
Jefferson, Jason	5000201	ESL	R	
Lane, Marissa	470145	Elementary Education	NR	
Lis, Mikhail	417015	Mathematics	R	
Matthews, Tara	503593	Visual Arts	R	
Mawusi, Wisdom	443278	Short Call Sub	R	

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McDaniel, Brenda	170098	Elementary Education	R	
McElveen, Darnell	480889	Short Call Sub	R	
Ozerova, Natalia	489762	Special Education	R	
Palicka, Casey	495094	ESL	R	
Prohofsky, Margaret	370255	Elementary Education	R	
Rhen, Lovisa	1001199	Elementary Education	R	
Richardt, Madeliene	1003540	Elementary Education	R	
Roegge, Meghan	475584	Language Arts	R	
Rogers, Bianca	510037	Elementary Education	R	
Schafer, Kayla	1003307	ESL	R	
Schiell, Nichole	373396	Elementary Education	R	
Semmer, Carly	515275	Short Call Sub	R	
Shannon, Eileen	350798	Elementary Education	NR	
Sharp, Maggie	502580	Elementary Education	R	
Shaver, Kristin	467766	ESL	R	
Stafne, Emily	426660	Elementary Education	R	
Swanson, Sarah	496130	Elementary Education	R	

Tiano (Wick), Carly	487124	Social Studies	R	
Walker, Jennifer	396123	Elementary Education	R	
White, Anecia	509331	Elementary Education	R	
Woodis, Cassandra	513774	ESL	NR	
Wright, Abdul	471908	Language Arts	R	
Ziedler, Becki	489827	Social Studies	R	

* R = Returning, NR = Not Returning

2019-20 Teacher Professional Development Activities:

Teacher Professional Development

Date	Topics
7/19	Mission and History of school, Growth Mindset, Academic Basics
7/22	Purpose and Vision, Literacy Rationale, Outlook and Dropbox, HR
7/23	Growth Mindset Pt 2, Circle Time, Mindset for Change, and HR
7/24	Crisis Prevention and Intervention, Close Reading
7/25	Guided Reading and Independent Reading, Behavior Management Cycle
7/26	Student Support Team
7/29	Standards Institute, Understanding behavior Intervention Plans, Unpacking Benchmarks

7/30	Foss Science, Environmental Education, 504 Plans, Data Driven Lesson Planning
7/31	Differentiation for Special Education Students, Student Data Privacy, K-6 Math
8/1	Data Driven Lesson Planning, ELA Pacing Guides
8/2	Small Group Centers, Summer Bridge
8/5	Behavior Management Cycle, and Real Time Coaching
8/6	BMC Process, Bullying Prevention, Science Collaboration, Sped Forms
8/7	Social Emotional Learning, Big Ten (Routines and Procedures), Restorative Practices, CPI
8/8	Fountas And Pinnell Benchmark Assessments, Big Ten, Calming Ideas
8/9	Occupational Therapy, Student Support Team, Safety Procedures, Math Stories, Creating Supportive School Climates for LGBTQ Students
8/12	CPI, Understanding IEPs,
9/13	MCA overview, Data Driven Instruction, Math Fundamentals of Instruction, Comp Analysis
9/27	Guided Reading, Middle School Math small groups
10/11	NWEA 101 and 102, Q Comp, Data Driven Instruction, Math Fundamentals of Instruction, ELA Goals and Overview, Leveled Libraries
10/16	Data Analysis, CPI
10/17	Math Stories 101 and 201, Progress Reporting
11/1	Guided Reading, K-4 Math, Mastery Manager
11/15	F and P Training, Close Reading, Mastery Manager
2/7	NWEA Goal Setting, ELA Analysis, Effective Effort

4/7	Google Classroom
4/14	Seesaw
5/1	Intellectual Prep, Seesaw and Google Classroom

Teacher Retention:

Provide a brief narrative discussing the teacher turnover rate. Include trend data from previous years as appropriate.

Percentage of Licensed Teachers from 2019-20 not returning in 2020-21 (non-returning teachers/total teachers from 2019-20 x 100)	17%
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2019-20 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2020-21 Status*	Comments
Beevas-Smith, Sylvia	Middle School Principal	NR	
Buckner, Maya	Social Worker	R	
Byrnes, Nicole	School Counselor	R	
McCabe, Shelby	School Counselor	NR	
Omeoga, Akudo	School Counselor	NR	
Payne, LaCresha	Social Worker	NR	
Person, Kari	School Counselor	NR	
Peterson, Emily	Special Education Director	R	
Turchioe, Julie	School Counselor	NR	

* R = Returning, NR = Not Returning

2019-20 Non-Licensed Staff

Name	Assignment	2020-21 Status*	Comments
Abdi, Sahro	Bus Aide	NR	Due to COVID
Abdi, Said	Student Recruiter	NR	Due to COVID
Abukar, Farida	Bus Aide	NR	Due to COVID
Aden, Zakaria	Paraprofessional	R	
Ahmed, Fatuma	Bus Aide	NR	Due to COVID
Ali, Mamdouh	Behavior Interventionist	R	
Ali, Saido	Bus Aide	NR	Due to COVID
Ail, Suad	Student Recruiter	NR	
Anderson, Gillette	Academic Interventionist]	NR	
Anderson, My'Easha	Paraprofessional	R	
Anderson, Wendy	Due Process Secretary	R	
Arradondo, Valerie	Paraprofessional	R	
Baker, Tridion	Paraprofessional	R	
Barnes, Jay	Paraprofessional	R	
Bell, Charles	Academic Interventionist	R	
Beyene, Getachew	Maintenance	NR	
Bivens, Blair	Academic Interventionist	R	
Bones-Dumas, Porsche	Paraprofessional	NR	
Booker, Dijon	Maintenance	NR	
Borman, Margaret	Academic Interventionist	NR	
Briscoe, Sundia	Receptionist	R	
Brock, Lydia	Maintenance	R	

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Brown, Nataya	Behavior Interventionist	R	
Burdah-Smith, Jihan	Instructional Coach	NR	
Cain, Leonard	Highly Qualified Paraprofessional	R	
Carpenter, Joseph	Paraprofessional	NR	
Chara, Kristof	Paraprofessional	R	
Coleman, Courtney	Paraprofessional	R	
Coley, Tylor	Computer Specialist	R	
Collins, Beatrice	Paraprofessional	R	
Copeland, Reshawn	Paraprofessional	R	
Crotty, Elizabeth	Highly Qualified Paraprofessional	NR	
Davis, Curtis	Behavior Interventionist	R	
Davis, Dontazia	Receptionist	R	
Davis, Shawonda	Paraprofessional	R	
Dean, Jaana	Receptionist	NR	
Dey, Jennifer	Paraprofessional	R	
Diahame, Fatou	BAE Principal	R	
Donaby, Versha	Paraprofessional	NR	
Eckroth, Sandra	Highly Qualified Paraprofessional	NR	
Edwards, Brianna	Highly Qualified Paraprofessional	R	
Ewing, Timothy	Maintenance	R	
Fechner, Brett	Director of Instruction	NR	
Frost, LW	Paraprofessional	NR	

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Gardner, Anika	Receptionist/HR Assistant	R	
Gay, Kennedy	Paraprofessional	R	
Gaynor, Maurice	Paraprofessional	R	
Giles, Oronde	Behavior Interventionist	R	
Goering, Sharena	Paraprofessional	R	
Graham, Byron	Paraprofessional	R	
Graham, Perry	Paraprofessional	R	
Halane, Ayan	Bus Aide	NR	Due to COVID
Hall, Loretta	Highly Qualified Paraprofessional	R	
Harris, Voneisha	Academic Interventionist	NR	
Harvey, Adhytle	Paraprofessional	R	
Harvey, Latoya	Paraprofessional	R	
Hassan, Seyfu	Paraprofessional	NR	
Hayow, Faisal	Highly Qualified Paraprofessional	NR	
Hess, Rebecca	Highly Qualified Paraprofessional	R	
Hill, Takarai	Paraprofessional	R	
Hunholz, Molly	Special Ed Coordinator	R	
Hunter, Lakesha	MARRS Coordinator	R	
Ibrahim, Fatumo	Student Recruiter	NR	
Jackson, Walter	IT	R	
Jama, Safia	Bus Aide	NR	Due to COVID
Johns, Valerie	Academic Interventionist	R	

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Johnson, Hailie	Academic Interventionist	R	
Junteunen, Rebecca	Middle School Assistant Principal	NR	
Kettenacker, Darcie	Highly Qualified Paraprofessional	R	
Knox, Chandell	Paraprofessional	NR	
Knox, Jarrell	Paraprofessional	R	
Knox, Vincent	Academic Interventionist	R	
Larson, Lucille	Behavior Interventionist	R	
Larson, Rachelle	Harvest Principal	R	
Mahamed, Fadumo	Lunch Aide	NR	Due to COVID
Mahmoud, Eric	Executive Director	R	
Mahmoud, Riza	Paraprofessional	R	
Mai, Sophia	Paraprofessional	R	
Matthews, Jalen	Maintenance	NR	
McGuire, Brianna	Bus Aide	NR	
McGuire, Luvenia	Bus Aide	NR	
Millbrooks, Samantha	Transportation Coordinator	R	
Mohamed, Nuura	Student Recruiter	NR	
Montgomery, Destiny	Enrollment/HR Coordinator	NR	
Moore, Tamara	Behavior Interventionist	R	
Murkey, Clifford	Behavior Interventionist	R	
Musse, Ayan	Student Recruiter	NR	
Myles, John	Highly Qualified Paraprofessional	R	

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Naylor, Angela	Maintenance	NR	
Nelson, Colleen	Academic Interventionist	R	
Nur, Farhio	Paraprofessional	R	
Nwaokolo, Awele	On Call Receptionist	NR	
Nwaokolo, Rositta	Highly Qualified Paraprofessional	R	
Omar, Idriss	Student Recruiter	R	
Osman, Sacdiyo	Bus Aide	NR	Due to COVID
Packer, Rachel	Paraprofessional	R	
Parker, Alafia	HR/Payroll Administrator	R	
Perkins, Rashadd	Behavior Interventionist	R	
Plowman, Chiquita	Paraprofessional	NR	
Powell, Ulisyie	Paraprofessional	NR	
Pratt, Alfred	Maintenance	R	
Pratt, Marlon	Academic Interventionist	R	
Ramadan, Alana	DI Coordinator	R	
Ramirez, Thomas	Highly Qualified Paraprofessional	R	
Riddley, Keilon	Paraprofessional	R	
Sanders, Esaias	Maintenance	NR	
Schulz, Rachel	Nurse Assistant	NR	
Scroggins, Latisha	Paraprofessional	R	
Shabazz, Raheema	Paraprofessional	NR	
Shareiff, Aaisyah	Enrollment Assistant	NR	
Sheigo, Luul	Receptionist	R	

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Stringer, Shavonney	Paraprofessional	R	
Suparat, Toessawat	Data Manager	NR	
Tabor, Nicole	HR Director	R	
Thomas, Michelle	Enrollment Coordinator	R	
Thompson, Teagan	Academic Interventionist	NR	
Wakal, Kimberly	Special Ed Coordinator	R	
Walker, Shekiala	Paraprofessional	NR	
Walker, Shirley	Paraprofessional	R	
Walton, Jaevon	Paraprofessional	R	
Warfa, Fadumo	Bus Aide	NR	Due to COVID
Warsame, Farhia	Student Recruiter	NR	
Williams, Albert	Maintenance	R	
Williams, Lyric	Paraprofessional	NR	
Williams, Sahsani	Paraprofessional	R	
Wright, Elijah	Paraprofessional	NR	
Young, Thomas	Paraprofessional	NR	
Yusuf, Mukhtar	BAE Assistant Principal	R	

* R = Returning, NR = Not Returning

CURRENT YEAR - 2020-2021 Staffing

2020-21 Licensed Teaching Staff			
Name	File #	License and Assignment (subject/grades)	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Bajema, Helen	1000930	Elementary Education	
Berceau, Anna	483834	Mathematics	
Blumenshine, Sara	499429	Elementary Education	
Braun, Sarah	1000973	Elementary Education	
Buffington, Alyssa	1006343	Elementary Education	
Cain, Leonard	517726	Special Education	
Citarella, Michelle	495621	Elementary Education	
Cunningham, Erin	482237	Elementary Education	
Delmont, Hannah	1004666	ESL	
Edwards, Brianna	1005776	Special Education	
Fahnbulleh, Gloria	1001245	Elementary Education	
Fay, Grace	481355	Elementary Education	
Flieth, Douglas	387771	Elementary Education	
Foluke, Makini	497717	Short Call Sub	
Gorrilla, Margaret	512655	ESL	

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Graham, Sarah	512528	Short Call Sub	
Green, Diane	434694	Elementary Education	
Hagerty, Mariah	1004835	Elementary Education	
Hayow, Layla	1000023	ESL	
Hess, Rebecca	1004951	Science	Licensure needs update for correct grade level
Jefferson, Jason	5000201	ESL	
Kettenacker, Darcie	476246	Short Call Sub	
Lis, Mikhail	417015	Mathematics	
Matthews, Tara	503593	Visual Arts	
Mawusi, Wisdom	443278	Short Call Sub	
McDaniel, Brenda	170098	Elementary Education	
McElveen, Darnell	480889	Short Call Sub	
Myles, John	512527	Special Education	
Nelson, Colleen	504244	Elementary Education	
Nelson, Sandra	504346	Elementary Education	
Ozerova, Natalia	489762	Special Education	
Palicka, Casey	495094	ESL	
Pelikan (Zamudio), Chelsie	1002848	Elementary Education	
Prohofsky, Margaret	370255	Elementary Education	
Ramirez, Thomas	474700	Guided Reading Teacher	

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Rhen, Lovisa	1001199	Elementary Education	
Richardt, Madeleine	1003540	Elementary Education	
Roegge, Meghan	475584	Language Arts	
Rogers, Bianca	510037	Elementary Education	
Sayler, Eric	448076	Elementary Education	
Schafer, Kayla	1003307	ESL	
Schiell, Nichole	373396	Elementary Education	
Semmer, Carly	515275	Short Call Sub	
Shaver, Kristin	467766	ESL	
Stafne, Emily	426660	Elementary Education	
Swanson, Sarah	496130	Elementary Education	
Tiano, Carly	487124	Social Studies	
Walker, Jennifer	396123	Elementary Education	
White, Anecia	509331	Elementary Education	
Wright, Abdul	471908	Language Arts	
Zeidler, Becki	489827	Social Studies	

2020-21 Other Licensed (non-teaching) Staff		
Name	License and Assignment	Comments

Boettcher, Nicholas	Instructional Coach	
Buckner, Maya	Social Worker	
Byrnes, Nicole	School Counselor	
Hoppe, Camille	School Counselor	
Olson, Michael	Social Worker	
Peterson, Emily	Special Education Director	
Rist, Sara	Instructional Coach	

2020-21 Non-Licensed Staff		
Name	Assignment	Comments
Aden, Zakaria	Paraprofessional	
Ali, Mamdouh	Behavior Interventionist	
Anderson, My'Easha	Paraprofessional	
Arradondo, Valerie	Paraprofessional	
Baker, Tridion	Paraprofessional	
Barnes, Jay	Paraprofessional	
Bell, Charles	Academic Interventionist	
Benton, Alisha	Paraprofessional	
Bivens, Blair	Academic Interventionist	
Briscoe, Sundia	Receptionist	
Brock, Lydia	Maintenance	
Brown, Nataya	Academic Interventionist	
Burns, Jason	Community Coordinator	
Chara, Kristof	Paraprofessional	
Coleman, Courtney	Paraprofessional	

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Coley, Tylor	Computer Specialist	
Collins, Beatrice	Paraprofessional	
Davis, Curtis	Behavior Interventionist	
Davis, Dontazia	Receptionist	
Davis, Shawonda	Paraprofessional	
Dey, Jennifer	Paraprofessional	
Diahame, Fatou	BAE Principal	
Ewing, Timothy	Maintenance	
Gardner, Anika	Receptionist/HR Assistant	
Gay, Kennedy	Paraprofessional	
Gaynor, Maurice	Paraprofessional	
Giles, Oronde	Behavior Interventionist	
Goering, Sharena	Paraprofessional	
Graham, Byron	Paraprofessional	
Graham, Perry	Paraprofessional	
Gullickson, Elena	STEM Director	
Hall, Loretta	Guided Reading Instructor	
Harvey, Adhyrtle	Paraprofessional	
Harvey, Latoya	Paraprofessional	
Hill, Marnika	Paraprofessional	
Hill, Takarai	Paraprofessional	
Hunholz, Molly	Special Ed Coordinator	
Hunter, Lakesha	MARRS Coordinator	
Jackson, Walter	IT	
Johns, Valerie	Academic Interventionist	

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Johnson, Hailie	Academic Interventionist	
Johnson, Tandra	Paraprofessional	
Kizart, Chelsie	Paraprofessional	
Knox, Jarrell	Paraprofessional	
Knox, Vincent	Academic Interventionist	
Larson, Lucille	Behavior Interventionist	
Larson, Rachelle	Harvest Principal	
Mahmoud, Eric	Executive Director	
Mahmoud, Riza	Paraprofessional	
Mai, Sophia	Paraprofessional	
Millbrooks, Samantha	Transportation Coordinator	
Moore, Tamara	Behavior Interventionist	
Murkey, Clifford	Behavior Interventionist	
Nwaokolo, Rositta	Highly Qualified Paraprofessional	
Omar, Idriss	Student Recruiter	
Packer, Rachel	Paraprofessional	
Parker, Alafia	HR/Payroll Administrator	
Perkins, Rashadd	Behavior Interventionist	
Pratt, Alfred	Maintenance	
Pratt, Marlon	Academic Interventionist	
Ramadan, Alana	Guided Reading Specialist	
Ray, Gaynell	Enrollment Assistant	
Reed, Shalom	Behavior Interventionist	
Riddley, Keilon	Paraprofessional	

Rouse, Rachel	Highly Qualified Paraprofessional	
Scroggins, Latisha	Paraprofessional	
Sharp, Maggie	Academic Interventionist	
Sheigo, Luul	Receptionist	
Stringer, Shavonney	Paraprofessional	
Tabor, Nicole	HR Director	
Thomas, Jamal	Maintenance	
Thomas, Michelle	Enrollment Coordinator	
Wakal, Kimberly	Special ED Coordinator	
Walker, Shirley	Paraprofessional	
Walton, Jaevon	Paraprofessional	
Williams, Albert	Maintenance	
Williams, Sahsani	Paraprofessional	
Yusuf, Mukhtar	BAE Assistant Principal	
Zulu, Vusumuzi	IT	

13. Operational Performance

Transportation

HBA contracts with 4Mativ transportation to provide transportation management services. Below you will find a summary of their services and summary of the 19-20 school year.

- Best Academy/Harvest/BAE had an average of 687 students routed for the 2019-2020 school year on an average daily total of 39 vehicles

- On average 598 students were routed on 20 buses and 89 students were routed on 19 vans.
- Of the buses, there were 15 Type C buses, 1 Type D bus, 2 Type A buses and 2 Type B buses.
- Vans include GenEd, SPED, and HHM/McKinney-Vento services.
- 4mativ serves as the school's contracted transportation manager, and subcontracts all vended services for the school. 4mativ's services include:
 - ◆ Creating and running the procurement on behalf of the school to get competitive bids for services
 - ◆ Negotiating sub-contract terms and pricing with vendors in accordance with the school's agreed-upon RFP terms
 - ◆ Compliance monitoring of vendors to ensure insurance, vehicles and drivers are all qualified by state law and terms of the RFP, and to assure COVID-safe practices and protocols are in place
 - ◆ Routing and allocation of routes across vendors and vehicle types
 - ◆ Management of customer service hotline for staff and parents by text and phone
 - ◆ Providing daily operational support and oversight for the school
 - ◆ Performance management of vendors for on-time performance, customer service, emergency response & reporting & resolution of complaints in support of the school.
 - ◆ Budget forecasting for the school
 - ◆ Strategic support for the school on issues of transportation operations, policy, system design, finance, and COVID protocols
 - ◆ Billing verification, cost allocation by program (GenEd, SPED, HHM) and consolidation of vendor bills into one bill from 4mativ to the school.Management of payments from the school to vendors

School Nursing Services

The school has a full time RN on staff to help with any student medical needs and advise with any health issues. The school also works closely with North Point to ensure that every student receives a hearing, vision and dental screening every year. In partnership with North Point the school was able to provide free transportation to the dentist weekly during the school day to support families. The school nurse works closely with the Minnesota Department of Health in getting vaccine records for all students and working with families that are not up to date as well as completing the immunization report yearly.

Food Service Program

Our school is part of a Community Eligibility Provision (CEP) program. CEP is a non-pricing meal service through Minneapolis Food & Nutrition. This program allows us to provide FREE school breakfast and lunch to all students enrolled at Harvest Best Academy.

- *Hiring practices -To best align with our mission we seek to provide the best licensed staff and non-licensed staff in the state. We do this by building relationships with schools throughout the Metro area and recruiting both near and far. We use many platforms and recruitment events. We seek to be intentional about creating an environment that reflects the families we serve. Although,we are facing a nationwide teaching shortage we continue to look and build from within by providing ongoing opportunities for professional development throughout the year.*
- *Background check process for staff, board, and volunteers Comprehensive background checks are done for all Harvest Best Academy employees, volunteers and board members.*

14. Finances

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact Eric Mahmoud.

Accounting services for Harvest-Best Academy are provided by Designs for Learning.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2020.

FY20 Finances	Fund 1	Paycheck Protection Program (PPP) Grant	Total
Total Revenues	\$13,513,134	\$1,511,800	\$15,024,934
Total Expenditures	\$13,474,964	-	\$13,474,964
Net Income	\$38,170	\$1,511,800	\$1,549,970
Total Fund Balance			\$2,615,691

Note: Harvest-Best Academy does not have a Fund 02 or Fund 04.

Overview

In FY20, by budgeting responsibly, managing expenses, and meeting our enrollment targets, we were able to add \$38,170 to our fund balance. The Paycheck Protection Program (PPP) grant that we received allowed us to add another \$1,511,800 to our fund balance and pay off our line of credit.

Revenues

This year, we received state funding, including general education revenue, Q-Comp revenue, lease aid, and special education aid; federal funding, including Title programs, special COVID-19 aid, and a Paycheck Protection Program forgivable loan (grant); and local funding, including a STEM-focused grant.

Expenses

This year we spent approximately 63% of our budget on staff, 14% on leasing and maintaining our facilities, 8% on student transportation, and 15% in other categories. About 30% of our expenditures are related to providing special education services. Until March, our FY20 expenditures were consistent with previous fiscal years.

The pandemic that began in March and shifting to distance learning caused us to incur additional expenses. In particular, we leased Chromebooks so that all of our scholars would be able to take one home, we purchased PPE and sanitizing supplies, we ran a virtual summer school program to make up for lost learning time due to the pandemic, and we ran a STEM-specific summer program called Get On The Bus.

Note that all of these expenses continued throughout the summer and into FY21; the amounts shown in the table below are the expenses that we incurred prior to June 30, 2020.

Expenditures	COVID-19 Related Costs
Summer School Staff	\$31,269
Chromebooks Lease	\$11,838
PPE and Sanitizing Supplies	\$2,428
Get On The Bus	\$32,854
Total	\$78,389

Net Surplus or Deficit and Fund Balance

Our fund balance as of 06/30/20 was \$2,615,691 or about 19.4% of annual expenditures--a great increase this year! Our goal is to grow our fund balance to 20% of annual expenditures.

World’s Best Workforce Annual Budget

Brief narrative on the budget allocated to implement the WBWF plan.

15. Future Plans

HBA does not have any expansion plans at this time, is not planning on making a change to facilities and is not looking to make any program changes for the current school year. HBA is operating in a much more virtual world, being that at the time of this report, grades 1-8 are completely online with Kindergarten in person.

HBA has made a substantial investment in a mobile stem lab, “The Beast” and will be using this to provide safe and free opportunities to scholars by driving the bus to them!

HBA’s current budget and projected fund balance is healthy, despite COVID-19 and the substantial costs associated with operating schools in our present state.

16. Distance Learning Plan Description and Reflection on Implementation

The team with the limited resource and the short time frame that they were able to create a comprehensive distance learning plan. At the start of distance learning all students were receiving paper packets and receiving daily phone class and within 6 weeks all students had access to a computer and on-line learning was fully functioning. This included device hand out and training for staff and students. The team continued to evaluate the effectiveness of the plan and adjusted as possible. The distance learning team talked with staff and other stakeholders to determine the best product for our students and the best learning platforms. Teachers were very involved in determining the schedules and how best to use the online resources.

The distance learning plan was comprehensive and updated based on feedback provided by all stakeholders. The plan was created by a committee of people with a variety of experiences in different fields and with input from all stakeholders. The team worked with school leaders and meet daily to develop a well rounded plan. As the team noticed gaps in the plan they revised as necessary and developed solutions to identified problems.

The team used parent and staff surveys to measure the effectiveness of the plan. When surveyed over 80 percent of parents agreed that they understood the plan and felt supported during distance learning. Majority of the feedback that was received on the survey was

overwhelmingly positive and the district took note of all issues that could not be resolved that year (internet, supervision, etc) to develop better plans for the following school year.

The distance learning team utilized school social workers and counselors to check in with families to help determine what supports the district could provide. The district also worked with an outside agency to provide virtual mental health support for any student in need. For staff the district provided training on self care and mental health resources to help staff process the trauma of the pandemic. Leaders also had weekly meetings with teachers to focus on how they were mentally and what support they needed.

The team felt that more training on how to utilize more engagement tools online would benefit students and staff. The team also felt that developing ways to increase student and family and engagement needed to be a priority moving forward.

The team was impressed with how adaptive and school was as a whole. All staff and students worked together to connect and continue to put education first even in a pandemic situation.