

The Harvest Best Academy
District #4192
World's Best Workforce & Annual Report
2020-2021



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. Mastery serves grades K-5.

YEAR OPENED: Best Academy was opened in 2008. Mastery was opened as a public charter school in 2012.

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 critical 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 had 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 most significant lever that influences student achievement is teaching, the teaching ring is placed in a 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 central circle 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 comprises School Culture, Operations, Bell to Bell (class time), the Daily Schedule, and the (yearly) Calendar.

On July 1, 2021, The Mastery School merged into The Harvest-Best Academy. The Mastery School was authorized by Pillsbury United Communities.

AUTHORIZER INFORMATION

Best Academy has been with Osprey Wilds since Best Academy first opened in 2008. Best Academy was recently given a 5-year contract with Osprey Wilds, expiring on June 30, 2026. 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. Our goal is 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.

The authorizing mission of Pillsbury United Communities is committed to ensuring all students are prepared and ready for life. As charter school authorizers, they work to make certain that every young person is in school, engaged, and in an environment that believes in their endless potential, no matter their current circumstance.

The current contract with our authorizer is from July 1, 2016 - July 1, 2021. The Mastery School's contractual relationship with Pillsbury United Communities began with a common belief that focuses on stewardship and promoting a connection and commitment to serving our communities. It is our goal that every student leaves Mastery with a better understanding of the world around them and how they can be good stewards in their communities. The contract expired on July 1, 2021. It was not renewed and Mastery merged into The Harvest-Best Academy.

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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 can execute our goal 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 are ten days of pre-service training for new teachers
 - b. There are weekly professional development opportunities
 - c. Every six weeks, there are two days devoted to data review

3. Student Enrollment & Demographics

STUDENT ENROLLMENT

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

Number of Students Enrolled	2018-19	2019-20	2020-21	2021-2022 (est)
Kindergarten	107	103	103	80
1st Grade	88	101	93	80

2nd Grade	88	99	91	75
3rd Grade	91	91	86	95
4th Grade	101	85	84	80
5th Grade	87	86	77	80
6th Grade	84	83	92	70
7th Grade	82	72	78	75
8th Grade	63	65	75	65
Total	791	785	779	700
Total ADM (Average Daily Membership) for the year	693	704	719	615

STUDENT DEMOGRAPHICS

Provide a brief narrative regarding demographic trends.

Demographic Trends	2018-19	2019-20	2020-21	2021-2022 (est)
Total Enrollment	789	783	779	700
Male	426	399	397	354
Female	363	384	382	346
Special Education	95	86	78	65
English Learners	257	213	228	190
Free/Reduced Priced Lunch	89%	90%	89%	89%
Black, not of Hispanic Origin	789	779	773	696
Hispanic/Latino	0	3	3	2
Asian/Pacific Islander	0	0	0	0

American Indian/Alaskan Native	0	0	0	0
White, not of Hispanic Origin	0	1	3	2

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

	2017-18	2018-19	2019-20	2020-2021
Overall Student Attendance Rate	95% (BA) 92% (HP)	94%	92%	87%

STUDENT ATTRITION

There is no guidance in statute or from MDE regarding what is meant by student attrition. However, 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 think it is helpful to understand whether 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” instead of “attrition rates.” Then, if you have multiple years of data, discuss trends.

Percentage of students* who were continuously enrolled between October 1 of the 2019-2020 school year and October 1 of the 2020-2021 school year.	78% Previous 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 2020 to October 1, 2020.	86% Previous year 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 2020-21 school year.	81% Previous year 84%
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Provide a brief narrative discussing these rates, including the trends over the past two or 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 20-21 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 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 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, 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 concerning the standards and connecting to what was happening in current events.

Specialists: Students rotate specialists daily. Students were able to participate in Physical Education, Computer/Technology, Visual arts, and an Afro-Centric Arts Class. 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 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 ensures that they have access to the general education materials. After completing 12 or more weeks of target interventions and a referral process, students are referred to special education. 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 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 to 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 instructional method is determined on a case-by-case basis with the following 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 the 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. While many of our teachers have passion and grit, we recognize that they might not all have many years of experience. For this particular reason, we have broadened the professional development opportunities available to teachers. As a result, teachers receive ongoing professional development in the following areas:

- Professional development is provided for all staff in the data-driven decision-making process and data coaching.
- Professional development training and coaching are 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

Community partners serve as 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 allow scholars to think about a career path based on exposure to a career that a scholar may find interest in.

There have 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. Last year, due to COVID-19, we had very limited partnerships outside the virtual setting. We encouraged all children to participate in the North Side Stem District “Stem Saturdays.” We also had virtual blocks with Spark-Y. The Sheridan Story provided our scholar’s free food boxes each week in a partnership that allowed us to have non-perishable food items for our scholars and families.

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 implementing guided reading and close reading practices.

During the 2020-2021 school year, Lavinia provided professional development on best practices in virtual instruction.

HBA also rolled out, literally, the new STEM Mobile Innovation Lab, aptly named the BEAST. The BEAST gives access to STEM Programming and provides the flexibility of being able to “go to the students”.. The BEAST is a partnership through the Northside STEM District.

7. Academic Performance: Goals & Benchmarks

Like it did most schools in the nation, COVID-19 not only challenged HBA to explore new methods of delivering academics but also impacted its ability to collect thorough data to measure its progress in the spring. While last year academic teams were positioned to see progress and improvement through their work with Lavinia, spring standardized tests ultimately could not be administered. and the growth they were expecting to see in the spring MAP test and subsequent MCA scores, ultimately could not be administered to full fruition. HBA continued to work towards 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 an 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 the Fun Friday celebration using the school-wide behavior management system will be at least 80%. **Due to COVID-19 and the interrupted school year in the 2020-2021 school year. There was no school-wide behavior management system until April 8, 2021, all grades were on Distance Learning. From April 8, 2021 until the end of the year, Fun Friday was not offered because of COVID-19.**

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 0 suspensions in FY21.**

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: Throughout 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 the target on the ACCESS test grades K-8 will be equal to or greater than that of the state percentage of English Learners meeting the target.

Measure 2.2 (AGC): From FY19 to FY22, the average progress toward the target for English Learners grades K-8 on the ACCESS test will be equal to or greater than the average state progress toward the 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 students' grades who could; all complete the assessment before transitioning 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 test sections; 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%. However, 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: Throughout the contract, students at Best will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments

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 3.3 [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 would be at least 50%.

According to the NWEA Data Export Scheduler form, 245 of the 452 HBA scholars who took the Reading NWEA met their projected growth goal from Fall 2020 to Fall 2021. Thus, measure 3.3 was met with 54.2% of scholars meeting their fall to spring NWEA RIT expected growth target.

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.

Due to COVID-19, 2020-2021 accountability data is not available from North Star Academic Progress.

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

Due to COVID-19, 2020-2021 accountability data is not available from North Star Academic Progress.

Indicator 4: Math Growth

Goal: Throughout the contract, students at Best will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

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 4.3 [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 would be at least 50%

In FY21, 45.41% of students in K-8 met their Math growth target.

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.

Due to COVID-19, 2020-2021 accountability data is not available.

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

Due to COVID-19, 2020-2021 accountability data is not available.

Indicator 5: Reading Proficiency

Goal: Throughout the contract, students at Best will demonstrate proficiency in reading as measured by state accountability tests.

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.

The proficiency index reported in Federal Accountability is not the same as percent proficient.

- o Students who were proficient (scoring Exceeds or Meets) earn a full point towards the index.
- o Students who were partially proficient earn a half point towards the index.
- o The sum of full and half points within a school, district, or at the state is then divided by the total number of students who received test scores in order to calculate the proficiency index.

2021 MDE Test Data - Proficiency Index			
Subgroup	Best Academy	State	Minneapolis Public Schools
3rd Grade	32.41	56.52	48.74
4th-8th Grade	44.47	62.96	53.99
Free/Reduced lunch (3-8)	45.64	42.82	28.51
Special Education (3-8)	30.00	33.76	24.17
English Language Learner (3-8)	35.91	17.96	12.8
Black or African American (3-8)	41.73	40.78	26.46

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

In 2021, the school's aggregate proficiency index for grade 3 did not meet either of the standards for Measure 5.1.

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).

In 2021, the school's aggregate proficiency index for grade 3 was not greater than that of the resident district for the same grade.

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).

In 2021, the school's aggregate proficiency index for grades 4-8 did not meet either of the standards for Measure 5.3.

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).

In 2021, the school's aggregate proficiency index score for students in grades 4-8 was less than that of Minneapolis Public schools for the same grade.

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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup exceeded that of the state for the same subset and same grades by 2.82 points.

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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup exceeded that of Minneapolis Public Schools for the same subset and same grades by 17.13 points.

Measure 5.7 [AGC] – 1 Point: 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 subset and the same grades (3-8)

In 2021, the school's aggregate proficiency index score for students in the Special Education subgroup was within 3.76 points of the state for the same subset and same grades.

Measure 5.8 [AGC] – 1 Point: 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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index score for students in the Special Education subgroup exceeded Minneapolis Public School District for the same subset and the same grades by 5.83 points.

Measure 5.9 [AGC] – 1 Point: 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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index score for students in the English Learner subgroup exceeded that of the state for the same subset and same grades by 17.95 points.

Measure 5.10 [AGC] – 1 Point: 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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index score for students in the English Learner subgroup exceeded that of Minneapolis Public Schools for the same subset and same grades by 23.11 points.

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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency score for students in the Black or African American subgroup exceeded that of the state for the same subset and the same grades by 0.95 point.

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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency score for students in the Black or African American subgroup exceeded that of Minneapolis Public schools for the same subset and the same grades by 15.27 points.

Indicator 6: Math Proficiency

Goal: Throughout the contract, students at Best will demonstrate proficiency in math as measured by state accountability tests.

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.*

The proficiency index reported in Federal Accountability is not the same as percent proficient.

- o Students who were proficient (scoring Exceeds or Meets) earn a full point towards the index.
- o Students who were partially proficient earn a half point towards the index.
- o The sum of full and half points within a school, district, or at the state is then divided by the total number of students who received test scores in order to calculate the proficiency index.

2021 MDE Mathematics Test Data - Proficiency Index			
Subgroup	Best Academy	State	Minneapolis Public Schools
3rd Grade	39.42	66.66	51.6
3rd-8th grade	32.04	68.20	47.56
4th-8th Grade	22.09	54.49	59.8
Free/Reduced lunch (3-8)	27.43	56.85	18.4
Special Education (3-8)	20.37	32.08	21.41
English Language Learner (3-8)	25.00	17.05	10.43
Black or African American	26.02	28.56	16.04

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).

In 2021, the school's aggregate proficiency index score for grades 3-8 meets neither criteria.

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).

In 2021, the school's aggregate proficiency index for grade 3-8 was not within 8 points of the resident district.

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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index for students in the Free/Reduced Price Lunch subgroup was not within 5 points of the state for the same subset.

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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index for students in the Free/Reduced Price Lunch subgroup exceeded that of the resident district.

Measure 6.5 [AGC] – 1 Point: 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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index for students in the Special Education subgroup was within 15 points of the state for the same subset.

Measure 6.6 [AGC] – 1 Point: 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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index for students in the Special Education subgroup was within 5 points of the resident district.

Measure 6.7 [AGC] – 1 Point: 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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index for students in the English Language Learner subgroup exceeded the state for the same subset.

Measure 6.8 [AGC] – 1 Point: 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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index for students in the English Language Learner subgroup exceeded the resident district.

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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index for students in the Black subgroup did not exceed the state for the same subset.

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 subset and the same grades (3-8).

In 2021, the school's aggregate proficiency index for students in the Black subgroup exceeded the resident district.

Indicator 7: Science Proficiency (and Growth)

Goal: Throughout the contract, students at Best will demonstrate proficiency in science as measured by state accountability tests

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.*

2021 MDE Science Test Data - Proficiency Index

Subgroup	Best Academy	State	Minneapolis Public Schools
5th Grade	18.92	60.10	49.12
8th Grade	18.92	51.27	40.36
5th and 8th Grade	18.52	56.01	45.75
Free/Reduced lunch (5,8)	14.81	36.13	20.6
Special Education (5,8)	21.43	35.09	24.02
English Language Learner (5,8)	11.11	11.71	7.95
Black or African American (5,8)	18.35	29.29	20.15

Measure 7.1 [CCR] – 1 Point: 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 within 15 points of the state for the same grades (5 & 8).

In 2021, the school’s aggregate proficiency index score for grades 3-8 meets neither criteria.

Measure 7.2 [CCR] – 1 Point: 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).

In 2021, the school’s aggregate proficiency index for grades 5 and 8 was not within 10 points of the resident district.

Measure 7.3 [AGC] – 1 Point: 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 subset and the same grades (5 & 8).

In 2021, the school’s aggregate proficiency index for grades 5 and 8 was neither equal to nor greater than that of the state for the same subset.

Measure 7.4 [AGC] – 1 Point: 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 subset and the same grades (5 & 8).

In 2021, the school's aggregate proficiency index for students in the Free/Reduced Price Lunch subgroup did not exceed that of the resident district.

Measure 7.5 [AGC] – 1 Point: 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 subset and the same grades (5 & 8).

In 2021, the school's aggregate proficiency index for students in the Special Education subgroup was within 15 points of the state for the same subset.

Measure 7.6 [AGC] – 1 Point: 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 subset and the same grades (5 & 8).

In 2021, the school's aggregate proficiency index for students in the Special Education subgroup was within 5 points of the resident district for the same subset.

Measure 7.7 [AGC] – 1 Point: 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 subset and the same grades (5 & 8).

In 2021, the school's aggregate proficiency index for students in the English Language Learner subgroup did not exceed that of the state for the same subset.

Measure 7.8 [AGC] – 1 Point: 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 subset and the same grades (5 & 8).

In 2021, the school's aggregate proficiency index for students in the English Language Learner subgroup did not exceed that of the resident district for the same subset.

Measure 7.9 [AGC] – 1 Point: 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 subset and the same grades (5 & 8).

In 2021, the school's aggregate proficiency index for students in the Black subgroup did not exceed that of the state for the same subset.

Measure 7.10 [AGC] – 1 Point: 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 subset and the same grades (5 & 8).

In 2021, the school's aggregate proficiency index for students in the Black subgroup did not exceed that of the resident district for the same subset.

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

Goal: Throughout the contract, students at Best will demonstrate readiness for kindergarten as measured by student participation in kindergarten readiness activities sponsored by the school.

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 Point: 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 before the start of the school year will be at least 75%

HBA used a new approach during COVID-19 and worked to make sure that the Kindergarten Round-Up was safe and accessible for families. HBA ran Kinder Carnivals outside on three weekends before school started. These events were well attended by families and more than 50% of families participated. We also expanded the Round-Up philosophy and offered Kinder Camp for the first three weeks of school. This was an overwhelming success with over 90% of all kindergartners attending.

Indicator 9: Post Secondary Readiness

N/A

Indicator 10: Attendance

Goal: Throughout the contract, students at Best will attend the school at high rates.

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 Readings and Guided Reading best practices 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 mobile strategy of the week. In addition, we met with staff weekly to look at students' progress and adjust instruction and interventions based on student progress. All of these skills were aligned with MN and Common Core standards to push our student's thinking. In math, we used a lot of hands-on strategies to solve complex problems and utilize daily Math Stories. These 'stories' have students do most of the heavy lifting and represent word problems in their way. Students analyze what the problem is asking and share their ideas. We found that this new addition to our existing Envisions curriculum supported our scholars in breaking down mathematical concepts and understanding what questions were asked. 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 provided to our scholars with 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 texted to support what they learned 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, not mastery level. Teams would then formulate a plan to go back and reteach and reassess material. This would include small group instruction and interventionists and title one teacher providing more individualized support.

We value the input that our staff has regarding implementing the 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 in the current curriculum, evaluating multiple curriculums, and giving information into new materials. They looked at the needs of the students, what the curriculum offered, the cost, and how it would move our scholars forward in their education.

Our teaching staff has a wide range of abilities and experience. As a result, we were able to maintain a majority of our team 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 ensure that all of our staff were adequately prepared and that scholars' needs were being met. On grade-level teams, leadership made sure that at least one veteran teacher was able to assist new members of the group.

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. Eighty-two parents responded to the survey that was delivered via text and put on the school's 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% answered 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 all communities through experiential learning. Osprey Wilds defines environmental education as implementing values and strategies that foster understanding and create environmentally literate citizens who make healthy outcomes for individuals, communities, and the Earth. Thus, the overarching goal of environmental education is an ecologically literate citizenry. The test of ecological 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 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 increases students' ecological 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 related 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). However, it 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 purposes through the EE Survey and other tools, so you do not need to and should not report directly on your goals here.

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 fully incorporate environmental education.

At Harvest Best Academy, our approach to environmental education integrates it into any subject area within the school. This allows scholars to see the impact and importance of our environment around us and how they play a role in the future of sustainability. Sustainability education encompasses all school subjects and extends far beyond the classroom. We are giving scholars real-world skills they need for

tomorrow and offering them a deeply engraved understanding of why the environment is essential. Our process of EE allows individuals to explore environmental issues, engage in problem-solving and take action to improve the environment. As a result, scholars develop a deeper understanding of ecological issues and can make informed and responsible decisions. The components of environmental education that we focus on at Harvest Best Academy are Awareness, knowledge, attitudes, skills, and action. The goal of environmental education does not advocate a particular viewpoint or course of action. Instead, ecological design education teaches scholars how to weigh various sides of issues through critical thinking and enhances their problem-solving and decision-making skills—connecting Environmental education to our mission because it promotes active learning, citizenship, and student leadership—empowering our youth to share their voice and make a difference at our school and in our community.

Our environmental education program increases scholars' environmental literacy by understanding the connection between the environment and humans. Through our partnership with Spark-y we can give our scholars hands-on ecological education that encourages them to explore the natural world outside of their classroom and how they can impact it as individuals. Here is a list of what our scholars have done to increase their environmental literacy through our EE program both in school and through distance learning:

- Our middle school scholars learned through creating and maintaining an aquaponics system (MN state standard 7L.3.1.1.3: Develop and use a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem). The most important thing this system did was get the scholars excited to learn. They created a system and now can understand how that system works. They took great pride in their work and were excited to show it off to the rest of the school!
- Observation journals where scholars use their senses to notice the differences spring brings in the world around them. An essential part of this activity is discussing the observations, developing new vocabulary, and encouraging scholars to find nature around them and learn to be comfortable in it.
- Field trips to nature centers, conservatories
- Art class incorporated recycling materials to create art
- Scholars took pride in recycling while learning about the 3R's and the importance behind why we need to recycle, benefits of it. This was done in school and during distance learning through Think Earth: The Rascals 3R's.
- Study the world of Mn pollinators. We are learning the importance of trees, plants, and flowers through online activities during distance learning.
- Environmental literature in reading groups

- Lessons from Eagle Bluff website. This was an online activity during distance learning. Since fifth-grade scholars were not able to attend Eagle Bluff, we brought Eagle Bluff activities to their computers.
- School and community clean-ups. Both at school and could not home during distance learning.

Our scholars have shown that they are becoming more environmentally literate through conversations, assessments, and action. They are learning how to make informed decisions concerning the environment; they are willing to act on these decisions and appreciate the natural world around them. We can evaluate the scholar’s environmental literacy through several components, but the most significant involves a survey that collects data before learning different concepts and after learning them. This helps to understand where scholars are in their knowledge of the environment and sustainability as a whole. In addition, we can drive discussion in classrooms to further challenge their ideas and views towards a topic with this information.

The biggest successes of the environmental program this year were our joint effort in improving our recycling program, both staff and students, and educating staff as a whole on the importance of incorporating EE in all subject areas. The positive attitudes and creativity of the team brought excitement and curiosity to the scholars of wanting to learn more, which drove our success. Our challenge this year was transitioning our excitement to our online school. This challenge was addressed head-on by staff, and we were able to turn a challenge into a success through the implementation of various online programs.

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 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 left the Board of Directors in September, 2020				
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 left the Board of Directors in May, 2021				
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 PM Director	April 2018	July 1, 2018	June 2021	dknighten@gmail.com
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	September 2017 Aaliyah Hodge	September 2017 Aaliyah Hodge	September 2017 Wendy Hines/Aaliyah Hodge
Louis King has since left the Board with an exit date of 6/30/21				
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 has since left the Board with an exit date of 6/30/21				
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

Annual Training – FY20			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
All HBA Board Members		School Governance	
		Employment Law	
		School Finance	

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, Mr. Mahmoud and Ms. Larson

Organizational Leadership

- The Together Leader: Project Management Series

- The Together Leader: Creating a personal organizational System
- Achievement First: Leading Schools through crisis
- Redesigning Instruction for the Virtual world

Instructional Leadership

- Close Reading for Meaning Instructional Leadership and Management Institute
- Guided Reading for Meaning Instructional Leadership and Management Institute
- Guided Reading 201
- Achievement 101 Institute: Mathematics
- Achievement 101 Institute: ELA
- Achievement Institute for Leaders

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 face, a nationwide teaching shortage, we continue to look and build from within by providing ongoing opportunities for professional development throughout the year. As it relates to equitable distribution, we track student data by subject, teacher, and grade level. Based on how students perform academically we determine whether teacher experience is a factor in overall performance. Based on performance and experience, we decide we plan. In addition, coaching and support are needed to ensure all students' success. In the future, our plan is to provide quarterly "step back" meetings and to help improve our teacher's and students' success; we will differentiate pre-service professional development for new teachers and provide a mentor program for new teachers. We have 14 staff with Middle school licenses, —25 team, with 3+ years of teaching experience,How15 Teachers with advanced degrees.

2020-21 Staffing

2020-21 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>
Bajema, Helen	1000930	Elementary Education	R	
Berceau, Anna	483834	Mathematics	R	5-12
Blumenshine, Sara	499429	Elementary Education	R	
Braun, Sarah	1000973	Elementary Education	R	
Buffington, Alyssa	1006343	Elementary Education	R	
Christy, Heather	1006972	Elementary Education	R	
Citarella, Michelle	495621	Elementary Education	R	
Cunningham, Erin	482237	Elementary Education	R	
Delmont, Hannah	1004666	ESL	R	K - 12
Edwards, Brianna	1005776	Special Education	NR	
Fahnbulleh, Gloria	1001245	Elementary Education	R	
Fay, Grace	481355	Elementary Education	R	

Flieth, Douglas	387771	Elementary Education	R	
Foluke, Makini	497717	Short Call Sub	NR	
Gorrilla, Margaret	512655	ESL	R	K-12
Graham, Sarah	512528	Short Call Sub	R	
Green, Diane	434694	Elementary Education	R	
Hagerty, Mariah	1004835	Elementary Education	R	
Hayow, Layla	1000023	ESL	R	K-12
Hess, Rebecca	10004951	Life Science	R	
Jefferson, Jason	5000201	ESL	R	K-12
Johnson, Hailie	485271	Communications /Literature	NR	
Lis, Mikhail	417015	Mathematics	NR	5-12
Matthews, Tara	503593	Visual Arts	R	K-12
Mawusi, Wisdom	443278	Short Call Sub	R	
McDaniel, Brenda	170098	Elementary Education	R	
McElveen, Darnell	480889	Short Call Sub	R	
Myles, John	512527	Special Education	NR	
Nelson, Colleen	504244	Elementary Education	R	
Nelson, Sandra	504346	Elementary Education	R	
Ozerova, Natalia	489762	Special Education	R	

Palicka, Casey	495094	ESL	R	K-12
Prohofsky, Margaret	370255	Elementary Education	NR	
Rhen, Lovisa	1001199	Elementary Education	R	
Richardt, Madeliene	1003540	Elementary Education	R	
Roegge, Meghan	475584	Language Arts	R	5-12
Rogers, Bianca	510037	Elementary Education	R	
Schafer, Kayla	1003307	ESL	R	5-12
Schiell, Nichole	373396	Elementary Education	R	
Semmer, Carly	515275	Short Call Sub	R	
Shaver, Kristin	467766	ESL	R	K-12
Stafne, Emily	426660	Elementary Education	R	
Swanson, Sarah	496130	Elementary Education	R	
Tiano (Wick), Carly	487124	Social Studies	R	5-12
Walker, Jennifer	396123	Elementary Education	R	
Wege, Kevin	486160	Elementary Education	NR	
White, Anecia	509331	Elementary Education	R	
Wright, Abdul	471908	Language Arts	R	5-12
Ziedler, Becki	489827	Social Studies	R	5-12

* R = Returning, NR = Not Returning

2020-21 Teacher Professional Development Activities:

Teacher Professional Development

Date	Topics
July 27th	School history, Technology, HR
July 28th	Equity in Education
July 29th	Relationship building, cultural awareness
July 30th	Behavior Management Cycle, Mandated Reporting, School Operations
July 31st	Trauma informed training, occupational therapy
August 3rd	Foundations, Core Knowledge/Amplify, Understanding behaviors, Spark Y
August 4th	Math Stories, Fundamentals of instruction
August 5th	Close Reading 101
August 6th	Guided Reading 101
August 7th	Distance Learning Overview, Seesaw, Google Classroom, Zoom 101
August 10th	Culture of Academic Excellence, Intellectual Preparation
August 11th	Adsis, Close Reading 102
August 12th	Student Support team, Guided Reading 102
August 13th	Fontas and Pinnell Assessments, Math pacing, Family Orientation
August 14th	Real time Coaching and Big ten
Sept 25th	Student/Staff relations, NWEA, School norms, Student centered instruction
Oct 14th	The New Jim Crow, Q Comp, Student

	centered Learning, Edulastic, Foundations
Oct 30th	Crucial Conversations, NWEA Review
Nov 20th	Organizational Priorities, Safe Schools, Comp fishbowls, Growth Mindset
Dec 18th	Together Teacher training, return to school plan, Data day norming
Jan 4th	Habits of Discussion, F and P, Individual Growth and Development Plans
Jan 15th	Covid Trauma training, Guided Reading
Feb 5th	Formal Evaluations, Guided Reading Coaching, MS test prep, Jim Crow book discussion
Feb 26th	Test Prep Overview, Sensory needs, PARS
Mar 5th	Item analysis, Sensory needs con't, Behavior 101, PARS
Mar 15th	Environmental Education Goals, Behavior Basics, Accomodations, Effective teamwork
Mar 26th	MCA training
Apr 1st	MCA training con'd, term 4 comps
May 21st	Summer School, end of year closeout procedures, Gap Analysis

Teacher Retention:

As with many schools, there was a decrease in teacher retention partially due to COVID-19. Our staff worked to retain as many teachers as possible to help maintain consistency for all scholars.

Percentage of Licensed Teachers from 2020-2021 not returning in 2021-2022 (non-returning teachers/total teachers from 2019-20 x 100)	15%
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2020-21 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2020-21 Status*	Comments
Buckner, Maya	Social Worker	R	
Byrnes, Nicole	School Counselor	R	
Hoppe, Camille	School Counselor	R	
Olson, Michael	Social Worker	R	
Peterson, Emily	Special Education Director	R	

* R = Returning, NR = Not Returning

2020-2021 Non-Licensed Staff			
Name	Assignment	2020-21 Status*	Comments
Aden, Zakaria	Paraprofessional	R	
Ali, Mamdouh	Behavior Interventionist	R	
Anderson, Daniel	Paraprofessional	NR	
Anderson, My'Easha	Paraprofessional	R	

Anderson, Wendy	Due Process Secretary	R	
Arradondo, Valerie	Paraprofessional	R	
Baker, Tridion	Paraprofessional	NR	
Ballard-Wilson, l'Lia	Paraprofessional	NR	
Barnes, Jay	Paraprofessional	NR	
Bell, Charles	Academic Interventionist	R	
Beavogui, Blaise	Online Math Interventionist	NR	
Bivens, Blair	Academic Interventionist	R	
Briscoe, Sundia	Receptionist	R	
Boettcher, Nicholas	Instructional Coach	R	
Borman, Margaret	Academic Interventionist	NR	
Brock, Lydia	Maintenance	NR	
Brown, Nataya	Behavior Interventionist	R	
Burns, Jason	Operations	R	
Cain, Leonard	Highly Qualified Paraprofessional	NR	
Chara, Kristof	Paraprofessional	R	
Coblentz, Jonathan	Online Math Interventionist	R	
Coleman, Courtney	Paraprofessional	R	
Coley, Tylor	Computer Specialist	R	
Collins, Beatrice	Paraprofessional	R	
Cooper, Maggie	Academic Interventionist	R	
Copeland, Reshawn	Paraprofessional	NR	
Davies, Caroline	Tutor	NR	

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Davis, Curtis	Behavior Interventionist	R	
Davis, Dontazia	Receptionist	R	
Davis, Shawonda	Paraprofessional	NR	
Dey, Jennifer	Paraprofessional	R	
Diahame, Fatou	BAE Principal	R	
Eckroth, Sandra	Highly Qualified Paraprofessional	NR	
Ewing, Timothy	Maintenance	R	
Gardner, Anika	Receptionist/HR Assistant	NR	
Gay, Kennedy	Paraprofessional	R	
Gaynor, Maurice	Paraprofessional	NR	
Giles, Oronde	Behavior Interventionist	R	
Goering, Sharena	Paraprofessional	R	
Graham, Byron	Paraprofessional	R	
Graham, Perry	Paraprofessional	R	
Gullickson, Elena	Director of STEM Education	R	
Hall, Loretta	Highly Qualified Paraprofessional	R	
Harris, Voneisha	Academic Interventionist	NR	
Harvey, Adhytle	Paraprofessional	R	
Harvey, Latoya	Paraprofessional	NR	
Hill, Marnika	Paraprofessional	NR	
Hill, Takarai	Paraprofessional	R	
Huffer, Sarah	Tutor	NR	

Hunholz, Molly	Special Ed Coordinator	NR	
Hunter, Lakesha	MARRS Coordinator	R	
Jackson, Walter	IT	NR	
Johns, Valerie	Academic Interventionist	R	
Kettenacker, Darcie	Highly Qualified Paraprofessional	NR	
King, Lauryn	Social Media Manager	NR	
Kizart, Chelcie	Paraprofessional	R	
Knox, Jarrell	Paraprofessional	R	
Knox, Vincent	Academic Interventionist	R	
Larson, Lucille	Behavior Interventionist	R	
Larson, Rachelle	Harvest Principal	R	
Mahmoud, Eric	Executive Director	R	
Mahmoud, Riza	Paraprofessional	NR	
Mai, Sophia	Paraprofessional	NR	
Majors, Sylvia	Nurse Assistant	R	
Millbrooks, Samantha	Transportation Coordinator	R	
Mills, Danille	Paraprofessional	NR	
Mohamed, Osman	Online Math Interventionist	NR	
Moore, Tamara	Behavior Interventionist	NR	
Murkerjee, Aunya	Tutor	NR	
Murkey, Clifford	Behavior Interventionist	R	
Nur, Farhio	Paraprofessional	R	

Nwaokolo, Rositta	Highly Qualified Paraprofessional	R	
Omar, Idriss	Student Recruiter	R	
Packer, Rachel	Paraprofessional	R	
Parker, Alafia	HR/Payroll Administrator	R	
Perkins, Rashadd	Behavior Interventionist	R	
Pickett, Gregory	Paraprofessional	R	
Pratt, Alfred	Maintenance	R	
Pratt, Marlon	Academic Interventionist	NR	
Ramadan, Alana	Guided Reading Specialist	R	
Ramirez, Thomas	Guided Reading Specialist	R	
Ray, Gaynell	Enrollment Assistant	R	
Reed, Shalom	Behavior Interventionist	NR	
Richardson, Kathleen	Online Math Interventionist	R	
Riddley, Keilon	Paraprofessional	NR	
Rist, Sara	Instructional Coach	R	
Schneberger, Aaron	Online Math Interventionist	R	
Scroggins, Latisha	Paraprofessional	R	
Sheffel, Brianna	Paraprofessional	R	
Sheigo, Luul	Receptionist	R	
Staples, Tamesha	Paraprofessional	R	
Stringer, Shavonney	Paraprofessional	R	
Tabor, Nicole	HR Director	R	

Thomas, Jamal	Maintenance	NR	
Thomas, Michelle	Enrollment Coordinator	R	
Thomas, Richard	Maintenance	NR	
Wakal, Kimberly	Special Ed Coordinator	R	
Walker, Shirley	Paraprofessional	R	
Walton, Jaevon	Paraprofessional	R	
Williams, Albert	Maintenance	R	
Williams, Sahsani	Paraprofessional	R	
Yusuf, Mukhtar	BAE Assistant Principal	R	
Zulu, Vusumusi	IT	R	

* R = Returning, NR = Not Returning

CURRENT YEAR - 2021-2022 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>
Anderson, Sarah	1010000	Communication Art/Literature	

Bajema, Helen	1000930	Elementary Education	
Berryhill, Heather	483147	Elementary Education	
Blumenshine, Sara	499429	Elementary Education	
Braun, Sarah	1000973	Elementary Education	
Brooker, Elizabeth	478034	Elementary Education	
Buffington, Alyssa	1006343	Elementary Education	
Caldwell, Katie	1007919	Short Call Sub	
Christy, Heather	1006972	Short Call Sub	
Citarella, Michelle	495621	Elementary Education	
Covington Clarkson, Lesa	422722	Mathematics	
Delmont, Hannah	1004666	ESL	
Dimerson, Monsiou		Special Education	No file number issued
Fahnbulleh, Gloria	1001245	Elementary Education	
Fay, Grace	481355	Elementary Education	
Flieth, Douglas	387771	Elementary Education	
Gorrilla, Margaret	512655	ESL	
Graham, Sarah	512528	Elementary Education	

Green, Diane	434694	Elementary Education	
Hagerty, Mariah	1004835	Elementary Education	
Hall Loretta		Elementary Education	No file number issued
Hayow, Layla	1000023	ESL	
Hess, Rebecca	1004951	Science	Licensure needs an update for correct grade level
Jefferson, Jason	5000201	ESL	
Knox, Vincent		Mathematics	No file number issued
Matthews, Tara	503593	Visual Arts	
Mawusi, Wisdom	443278	Short Call Sub	
McDaniel, Brenda	170098	Elementary Education	
McElveen, Darnell	480889	Short Call Sub	
Minke Joubert, Raine	461082	Theater	
Nelson, Colleen	504244	Elementary Education	
Nelson, Sandra	504346	Elementary Education	
Nwaokolo, Rositta	418349	Elementary Education	
Palicka, Casey	495094	ESL	
Pelikan (Zamudio), Chelsie	1002848	Elementary Education	
Reyes, Amanda	507567	Elementary Education	

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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	
Schmidt, Conner		Science	No file number issued
Schwartz, Katherine	1005629	Special Education	
Semmer, Carly	515275	Elementary Education	
Session, Sandra	1008156	Short Call Sub	
Sharp-Madson, Grace	1012988	Special Education	
Shaver, Kristin	467766	ESL	
Smith, Abby	472842	Elementary Education	
Stafne, Emily	426660	Elementary Education	
Swanson, Sarah	496130	Elementary Education	
Thompson, Samuel	478822	Health	
Tiano, Carly	487124	Social Studies	
Tyus, Anthony	1007594	Physical Education	

Walker, Cassandra		Special Education	No file number issued
Walker, Jennifer	396123	Elementary Education	
Williamson, Marissa	1006926	Elementary Education	
Zeidler, Becki	489827	Social Studies	

2021-2022 Other Licensed (non-teaching) Staff		
Name	License and Assignment	Comments
Boettcher, Nicholas	Middle School Assistant Principal	
Buckner, Maya	Social Worker	
Byrnes, Nicole	School Counselor	
Hoppe, Camille	School Counselor	
Noyes, Melissa	Instructional Coach	
Olson, Michael	Social Worker	
Peterson, Emily	Special Education Director	
Rist, Sara	Instructional Coach	

2021-2022 Non-Licensed Staff		
Name	Assignment	Comments
Aden, Zakaria	Paraprofessional	
Ali, Mamdouh	Behavior Interventionist	
Allen, Tykyre	Paraprofessional	
Alston, Robrika	Paraprofessional	

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Anderson, My'Easha	Behavior Interventionist	
Anderson, Wendy	Receptionist	
Arradondo, Valerie	Paraprofessional	
Bell, Charles	Academic Interventionist	
Benton, Alisha	Paraprofessional	
Bivens, Blair	Academic Interventionist	
Briscoe, Sundia	Receptionist	
Brock, Nicholas	Paraprofessional	
Brown, Nataya	Academic Interventionist	
Burns, Jason	Operations	
Chara, Kristof	Paraprofessional	
Coblentz, Jonathan	Online Math Interventionist	
Coleman, Courtney	Paraprofessional	
Coley, Tylor	IT	
Collins, Beatrice	Paraprofessional	
Cooper, Maggie	Academic Interventionist	
Danner, Sakeena	Paraprofessional	
Davis, Curtis	Behavior Interventionist	
Davis, Dontazia	Receptionist	
Dey, Jennifer	Paraprofessional	
Diahame, Fatou	BAE Principal	
Ewing, Timothy	Maintenance	
Fair, Jonalyn	Highly Qualified Paraprofessional	
Gay, Kennedy	Paraprofessional	

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Giles, Oronde	Behavior Interventionist	
Goering, Sharena	Paraprofessional	
Graham, Byron	Paraprofessional	
Graham, Perry	Paraprofessional	
Green, Ronald	Paraprofessional	
Gullickson, Elena	STEM Director	
Harvey, Adhyrtle	Paraprofessional	
Hill, Takarai	Behavior Interventionist	
Hunter, Lakesha	MARRS Coordinator	
Ibrahim, Fatumo	Food Service Assistant	
Johns, Valerie	Academic Interventionist	
Johnson, Jacqueline	Bus Aide	
Jones, Ann	Bus Aide	
King, Victoria	Paraprofessional	
Kipper, Gwendolyn	Bus Aide	
Kizart, Chelsie	Academic Interventionist	
Knox, Chandell	Behavior Interventionist	
Knox, Jarrell	Paraprofessional	
Koenig, Kia	Paraprofessional	
Larson, Lucille	Behavior Interventionist	
Larson, Rachelle	Harvest Principal	
Mahmoud, Eric	Executive Director	
Majors, Sylvia	Nurse Assistant	
Menyweather, Chalona	Paraprofessional	

Millbrooks, Samantha	Transportation Coordinator	
Murkey, Clifford	Behavior Interventionist	
Omar, Idriss	Student Recruiter	
Packer, Rachel	Paraprofessional	
Parker, Alafia	HR/Payroll Administrator	
Perkins, Rashad	Behavior Interventionist	
Pickett, Gregory	Behavior Interventionist	
Pratt, Alfred	Maintenance	
Ramadan, Alana	Guided Reading Specialist	
Ramirez, Thomas	Guided Reading Specialist	
Ray, Gaynell	Enrollment Assistant	
Richardson, Kathleen	Online Math Interventionist	
Rosenkoetter, Jennifer	Academic Interventionist	
Schneberger, Aaron	Academic Interventionist	
Sheffel, Brianna	Paraprofessional	
Sheigo, Luul	Receptionist	
Silas, Lionel	Behavior Interventionist	
Smith, Askia	Academic Interventionist	
Smith, Jamar	Dean of Middle School Culture	
Staples, Tamesha	Paraprofessional	
Stringer, Shavonney	Paraprofessional	
Tabor, Nicole	HR Director	
Thomas, Michelle	Enrollment Coordinator	
Thomas, Richard	Maintenance	

Welch-Collins, Mekeal	HR/Operations Coordinator	
Williams, Albert	Maintenance	
Woods, Claudia	Parap	
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 a summary of the 20-21 school year.

School Nursing Services

The school has a full-time RN on staff to help with 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 provided free transportation to the dentist weekly during the school day to support families. In addition, the school nurse works closely with the Minnesota Department of Health to get vaccine records for all students and work with families that are not up to date and complete 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 provides 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 state's best-licensed staff and non-licensed staff. 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 face a nationwide teaching

shortage, could assistance budget In addition, aboutinue 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 complete financials for 2019-20 and an organizational budget for 2020-21, contact Eric Mahmoud.

Designs provide accounting services for Harvest-Best Academy for Learning.

The information presented below is derived from preliminary audit figures. The total financial audit will be completed and submitted 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. In addition, 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 costs and could we incurred before 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 entirely online with Kindergarten in person.

HBA has made a substantial investment in a mobile stem lab, "The Beast," and will be using it to provide scholars with safe and free opportunities 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 could create a comprehensive distance learning plan. At the start of distance learning, all students were receiving paper packets and receiving daily phone classes. Within six weeks, all students had access to a computer, and online 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 deciding 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. A committee of people created the project with various experiences in different fields and input from all stakeholders. The team worked with school leaders and met daily to develop a well-rounded plan. As the team noticed gaps in the program, 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 project and felt supported during distance learning. In addition, the majority of the feedback received on the survey was overwhelmingly positive. The district noted 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 section also worked with an outside agency to offer virtual mental health support for any student in need. For staff, the community 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 mental and what support they needed.

The team felt that more training on utilizing 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 put education first, even in a pandemic situation.