Friendship Academy of the Arts, ISD # 4079-07

2015-2016

World's Best Work Force Plan/Annual Report

Minnesota Charter School District #4079
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FRIENDSHIP ACADEMY OF THE ARTS
2015-2016 WORLD'S BEST WORKFORCE PLAN/ANNUAL REPORT

In accordance with 2013 MN Statutes 120B.11 a school board, at a public meeting shall adopt a comprehensive, long term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. This comprehensive plan is intended to serve as a foundational document to align school district educational initiatives that serve to insure reaching intended school outcomes from Pre-K through 12th grade. It illustrates how the various existing plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century. It is based on five beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduating from high school
- All students graduate from high school

Statutory Information Regarding the Charter School Annual Report
124D.10, Subd. 14. includes the following requirements:
A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:

- School enrollment,
- Student attrition,
- Governance and management,
- Staffing,
- Finances,
- Academic performance,
- Innovative practices and implementation, and
- Future plans.

1. Implementation of Primary Statutory Purpose

Friendship Academy's statutory purposes as identified in our school's contract with Pillsbury United Communities are as follows:
Friendship Academy's primary statutory purpose is to improve all pupil learning and all student achievement. Friendship was very strategic in finding ways to accomplish this audacious primary purpose. Considerable amount of time was invested in learning from schools with similar demographics throughout other Nation that are successful. Ideas learned from these schools were tailored to meet Friendship's needs. For example, one key element that these successful schools have in common was being extremely consistent with what was expected of the staff. At Friendship, we expect specific best practices to be implemented in every classroom. The SIOP lesson template is expected to be completed by each teacher for each thematic unit. Friendship teachers are also expected to write student friendly objectives to be posted in every classroom in a consistent location daily. This sets the stage for learning. Students know exactly what is to be learned for each lesson.

2. SCHOOL INFORMATION

Contact Information

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Grades Served: K-6

MISSION & VISION

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

Our Mission

The mission of Friendship Academy of the Arts is to educate children to be confident, creative and competent citizens. The unique framework is confidence, which is a critical component of the learning process, upon which students can build on their prior knowledge. By providing correlated content and/or topics, students can develop a stronger understanding, and feel connected to the material that is taught in the classroom.

Our Vision

Learners are empowered to find meaning and understanding through the arts, which include: dance, music, theater, literature, media and visual.

Beliefs

We believe that:

- Every person deserves respect.
- Each person's intrinsic value is non-negotiable.
- Engagement is creative activities fosters critical thinking.
- High standards stimulate achievement.
- Every student possesses the potential to learn.
- Arts integration enhances the learner intellectually and culturally.
- Family involvement is critical to learning.
- Learning is a lifelong process.
- Education provides access to unlimited opportunities.

AUTHORIZER INFORMATION

Pillsbury United Communities

Our mission is creating choice, change and connection.

Pillsbury United Communities is committed to ensuring all students are prepared and ready for life. As a charter school authorizer, we 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.

PUC authorized charter schools align with our mission, vision and values, as well as demonstrate the capacity to be successful with the following student populations:

- Students who qualify for free or reduce lunch
- Students whom English is not their first language or their parents first language
- Students who have special needs and/or have a different learning styles
- Students who are significantly behind academically
- Students who are culturally and ethnically diverse
- Students who are disengaged and/or dropped out of school and have re-engaged (high school)

The Office of Public Charter Schools (OPCS) is responsible for providing compliance oversight and monitoring academic achievement, financial, governance, operational strength and performance goals for each of its schools.

Friendship Academy's contractual relationship with Pillsbury United Communities began in 2016 with a common belief that focuses, "*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.*"

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3. Student Enrollment & Demographics

STUDENT ENROLLMENT

The student enrollment at Friendship Academy has been one of many great successes. In 2001, Friendship Academy's enrollment began with 37 students. In 2014-2015, 136 and in 2015-2016 156 were enrolled. Due to space capacity restrictions, we are at capacity at our current site creating a waiting list in most grades. The table below shows Friendship's enrollment trend data.

Grades	2014-15	2015-16	2016-17 (est.)
Kindergarten	25	21	30
1st Grade	20	28	20
2nd Grade	25	19	27
3rd Grade	22	29	20
4th Grade	17	25	27
5th Grade	16	19	24
6th Grade	11	15	22
Total	136	156	170
Total ADM (Average Daily Membership) for year	134.6	147.01	160.00

STUDENT DEMOGRAPHICS

Friendship Academy	2014-15	2015-2016	2016-2017 (est.)
Total Enrollment	136	156	172
Male	67	77	88
Female	69	79	90
Special Education	12	15	18
African American	124	152	164
Latino	5	1	3
Asian/PI	0	0	0
American Indian	1	0	2
White	6	3	3
F/R Lunch	97.3	97.5	98.0

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Student Attendance	2013-14	2014-15	2015-16
Overall Attendance Rate	95.76%	95.92%	96.10%

Overall, the data shows consistent performance in student attendance, averaging above 95% each year. Survey data reports that students feel safe at Friendship Academy. Survey data also shows that parent love the strong academic progress that their students have experienced at Friendship each year. In addition, we strongly believe that these two elements contributed significantly towards the success of student attendance.

STUDENT ATTRITION

Historical data shows that Friendship has a very low student attrition rate. We focus on creating an environment where students, staff, and families can nurture their genius. The positive, loving environment Friendship Academy offers with high expectations are attributes parents have identified as reasons why they continue to keep their children in Friendship Academy. Our attrition has been historically low due to our environment and we saw improvement in 2015-16.

Percentage of student* who were continuously enrolled between October 1 of 2014-15 school year and October 1 of	79.35%

2015-16 school year	
Percentage of students* who continued enrollment in the school from Spring 2015 to October 1, 2015	88.28%

STUDENT MOBILITY

Percentage of students who were enrolled for 95% or more of the 2015-2016	96.10%

Friendship has a low mobility index. For example, in the school years 2011-2012 and 2012-2013 we have a mobility index of slightly over 10.0%. In the 2013-2014 school year Friendship's mobility index decreased to 4.3%. In the 2014-2015 school year Friendship's

mobility index remained consistent.

Friendship's mobility index trend data is very consistent for the last four years. Friendship has an exit process in place. The data shows that the main reason for students who transferred out during the school year was relocation and or family separation.

The percentage of students continuously enrolled between the dates of October 1st to October 1st of the following year, average from 150 to 160 students. We typically lose 10 to 15 students during the summer due to the following reasons:

1. Once a sixth grade student graduates, families also removed younger siblings at Friendship Academy to enroll at the school the 6th grade student will be attending the following year. Friendship Academy families enjoy keeping their children in the same school.
2. Life situations occur, such as job loss, relocation, family emergencies, and etc.
3. The length of time on the bus to and from school or a complete dissatisfaction with poor transportation services have caused a small percentage of our families to remove their children.

5. Educational Approach & Curriculum

Friendship Academy's educational approach and curriculum is to fulfill its primary statutory purpose to improve all pupil learning and all student achievement. We do this by the implementation of rigorous standards in core content areas (reading, mathematics, science, and social studies).

Friendship's goals and benchmarks for instruction and student achievement for all student subgroups are outlined in the Friendship Academy's Strategic Plan which is based on a needs assessment. Friendship aligns all efforts in order to continue reaching high academic rankings that we are known for which includes high achievement for our *ALL* learners.

District goals and benchmarks include improving math and language arts proficiency for all students, and ensuring that all students are college/career ready. Innovative practices, quarterly evaluations for all teachers on the usage of the SIOP model, RtI, Thinking Maps, PBIS and special education push-in and pull-out models are utilized. Professional learning communities analyze data to drive instructional decisions, and all teachers have professional growth plans which include SMART goals.

Friendship provides rigorous course work over a longer school day and school year. We provide 1.5 hours of math instruction as well as 2 hours of language arts instruction per day. Also, we utilize AIMS, Dibels and NWEA testing to measure benchmark scores and to predict the trajectory of performance that we expect from our students on the state assessments.

In addition, Friendship Academy has addressed the challenges of raising student proficiency in Reading, Mathematics, and Science for its particular student population through deep implementation of innovative learning-based technologies and academic programs with a strong focus on reading and mathematics strategies. Teachers receive on-going professional development in the following ways:

- Training is provided for all staff in curricular alignment, summative assessment writing, and aligning curriculum maps
- 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 strategies
- Communication with families is increased to support student learning at school, with tutoring, and at home

The past few years, Friendship Academy in a collaborative partnership with P.A.U.S.E. (Pursuing and Achieving Unlimited Success in Education) provided onsite professional development for its licensed staff in cultural competency, classroom management, measurement and assessment, differentiated instruction, and technology integration as part of its pre-service and ongoing professional development plan. Friendship Academy continues to provide staff an additional one hour of professional development every Tuesday afternoon from 3:00-4:00 pm throughout the

calendar school year in professional learning communities that are teacher led by the academic director and designated PLC lead teachers in its good faith effort to continuously improve instruction for advancing student achievement to close the achievement gap in Minnesota once and for all.

6. Innovative Practices & Implementation

Assessing and evaluating each student's progress toward meeting state and local academic goals includes Friendship staff evaluating student progress toward college and career readiness standards by adhering to state and national standards and assessments for individual students including those in sub-group categories. District measures of success include exceeding state standards in the areas of math and reading, and potentially to continue receiving status as a Reward School and a Highly Qualified Charter School. Data from student assessments is reviewed every six weeks by staff members to monitor student progress, and to measure instructional effectiveness.

A process for identifying strengths and weaknesses of instruction that supports student progress toward career and college readiness and world's best workforce includes ongoing data digs through PLCs are conducted weekly with formal analysis every six weeks. This information is used to measure instructional strategy effectiveness, guide instructional efforts, orient professional development initiatives, and evaluate programs. Also, data from weekly child find and Response to Intervention (RtI) help to determine student program placement.

Implementation of strategies for improving instruction, curriculum, and student achievement are multi-focal. Staff members confer weekly with team members to review student data and progress on district and school improvement plans. This year the district will also be establishing a cyclic curriculum review process starting with math and science areas.

Implementation of best practices for improving instruction, curriculum, technology, collaboration are revised annually, focusing on increasing student achievement, upgrading curriculum and developing effective programming. This school year a District Improvement Plan will include assessment, instruction, literacy, improved math instruction, closing the achievement gap, and professional development. Teachers identify learning targets for every class setting, and address the needs of ALL students, align learning targets with common summative and formative assessments. ALL teachers and paraprofessionals work to identify and develop course objectives, and utilize effective instructional strategies. They assist with organizing curriculum for intentional language development and also provide instructional coaching and feedback to assist teachers in successfully facilitating student progress and success.

Friendship Academy uses the following five building blocks of innovative practices to ensure that all students meet and exceed academic standards. All of Friendship staff are trained annually and provided job embedded staff development throughout the year to ensure that everyone is using the approaches and innovative practices with fidelity. Our fail proof system is established to promote high teacher efficiency to maximize student growth. Friendship's academic data shows this

consistently. Here are the four innovative building blocks implemented at Friendship:

HIGH EXPECTATIONS FOR ALL STUDENTS

We set high expectations for ourselves, our students, and our communities by allowing children to perform to their highest potential through research-based best practices, and advancing differentiated instruction at all grade levels. This design element is met by having high expectations for all of our students, by providing content area learning through quality teaching. The Summer Program allows students to attend school year-round, to help assist in advancing in grade levels by demonstration of mastery of all standards through a rigorous accountability system

RESPONSE-TO-INTERVENTION SYSTEM USING POSITIVE INTERVENTION STRATEGIES

Friendship Academy utilizes a balanced system of authentic, formative, and summative assessments that are aligned with the Minnesota State Standards to diagnose the academic needs of our students. Through the systematic use of assessment data, we are able to efficiently allocate resources to enhance learning for all students. As a result, assessment information is presented during PLC and staff meetings quarterly, to help inform teachers in planning the next steps in their instruction, and also provide their students with critical, prompt, and descriptive feedback. Feedback offered will assist in their achievement and improvement of their quality of work toward the mastery of grade level standards.

TEACHER CULTURAL PROFICIENCY AND EFFECTIVENESS THROUGH PROFESSIONAL DEVELOPMENT, OBSERVATIONAL DATA, AND STUDENT ASSESSMENT ANALYSIS

Friend Academy, quality compensation (Q Comp) school has in place a teacher evaluation system that incorporates ongoing administrative evaluation, peer observation, and student data to guide and motivate teachers to be effective in the classroom. Teachers receive job- embedded professional development by participating in the Professional Learning Communities (PLC) on a weekly basis, mandatory clock hours for licensure renewal.

Teachers are observed a minimum of three times per year, a PLC lead teacher, and/or a mentor/coach that includes a pre- and post- observational conference; providing critical feedback to better instruction. Teachers also receive timely-data analysis and data coaching sessions on student achievement, at least three times a year. This is beneficial in advancing teacher's instruction, knowledge of their student's abilities, and provides for any targeted individualized learning to help ensure that every student will be successful through monitoring, targeted interventions, and differentiated individualized instruction.

We believe that the most effective staff development trainings are aligned to what teachers do daily in the classrooms. We take pride in developing our teachers on best practices using the SIOP and Thinking Map framework with the Minnesota Power Essential Standards.

IT TAKES A VILLAGE APPROACH

Friendship Academy involves the community in its educational programs. We believe that it takes everyone to make our organization the best learning environment possible for our students. Our robust professional development and educational programs could not have been made possible without contributions from our business partnerships. We are very grateful for their partnerships and dedication to sustaining Friendship Academy's academic excellence with students and staff. Here is a list of partnerships over the years:

Partnership Entity	Purpose	Type of Support
Angel Donor	Facility Improvement/Health and Movement	Donation
Greater Friendship MBC	Annual Uniform/School Supply Drive	Donations
Minnesota Dept. Education Healthy Eating	Healthy Eating/Nutrition	Grant
Jay and Rose Phillips Foundation	Academic Enrichment	Grant
Minneapolis Foundation	Social Change/Social Justice/Equity	Grant
Minnesota Association of Charter Schools	Policy/Legislative Issues	Membership
MN Business Partnership	Closing the Achievement Gap	Educational Policy
MN Comeback	Facilities/Expansion	Membership
Monitor's Foundation	Technology	Grant
RKMC	Expansion/Enrollment	Grant
Target	Science Enrichment	Grant
United Way	Science Enrichment	Grant
Youth Enterprise	Human Resources	Sponsorship
Rotary Club of Minneapolis	JA in a Day/Biz Town	Volunteers/Sponsorship

7. Academic Performance: Goals & Benchmarks

- ***Goals and Measures Mandated by the MPS Office of New Schools***

Academic Goals

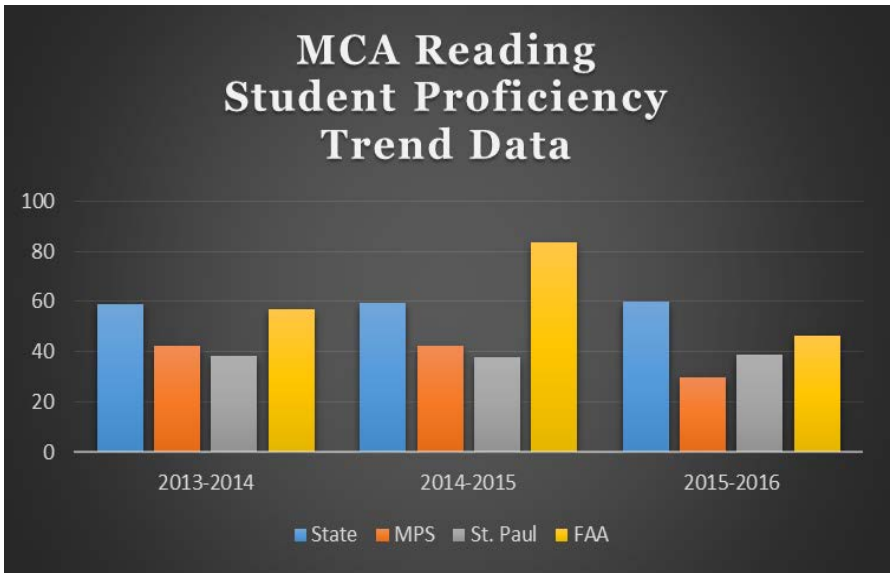
- **Goal I: READING**
  - **Absolute Measure**
    - 75% of Friendship Academy students will meet or exceed proficiency in Reading on the MCA-III (in MCA grades).
  - **Comparative Measure**
    - A higher percentage of Friendship Academy students will demonstrate on track growth in Reading on the MCA III (in MCA grades) than the District and the State.
  - **Growth Measure**
    - Friendship Academy students in the aggregate will make 1.30 years of growth based on their NWEA RIT score growth targets in Reading from pre-testing in August/September to post testing in May/June of each year (in MAP grades).

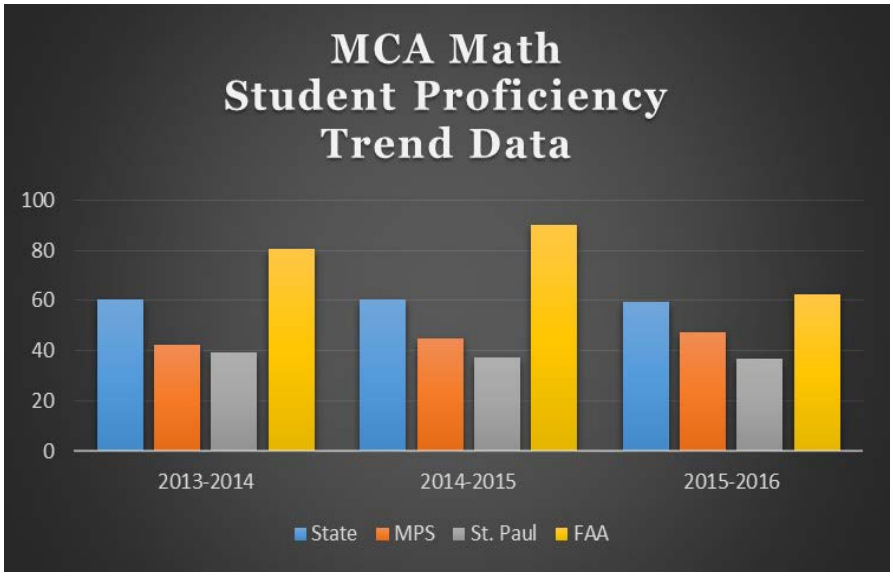
- **Goal II: MATHEMATICS**
  - **Absolute Measure**
    - 80% of Friendship Academy students will meet or exceed proficiency in Math on the MCA-III (in MCA grades).
  - **Comparative Measure**
    - A higher percentage of Friendship Academy students will demonstrate on track growth in Math on the MCA III (in MCA grades) than the District and the State.
  - **Growth Measure**
    - Friendship Academy students in the aggregate will make 1.30 years of growth based on their NWEA RIT score growth targets in Math from pre-testing in August/September to post testing in May/June of each year (in MAP grades).

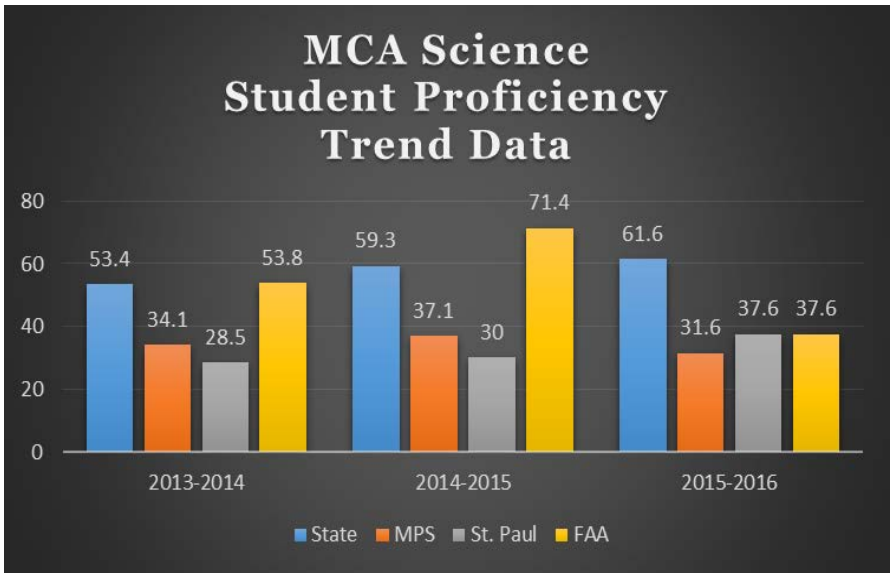
- ***Goals and Measures Established by the Friendship Academy of the Arts School Board***

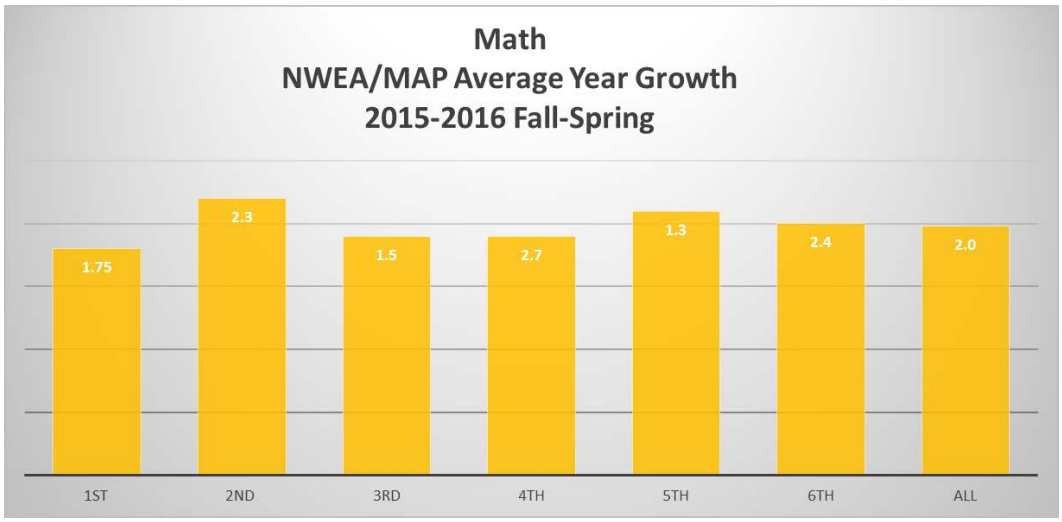
Academic Goals

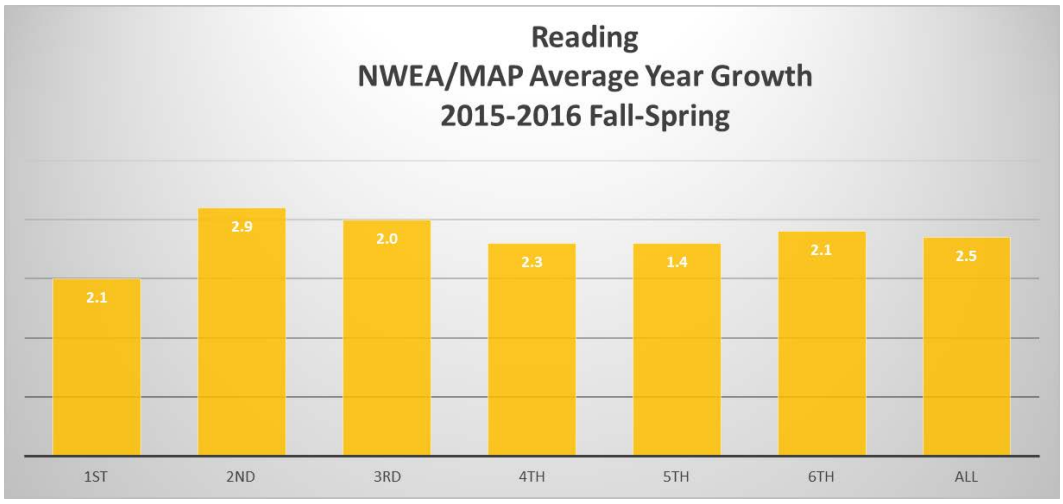
- **Goal I: SCIENCE PROFICIENCY**
  - **Absolute Measure**
    - 60% of Friendship Academy of the Arts students will meet or exceed proficiency in science by the spring 2014. If the goal is achieved before spring of 2014 Friendship Academy will adjust the goal accordingly.


MCA Reading
Student Proficiency
Trend Data
100
80
60
40
20
0
2013-2014
2014-2015
2015-2016
State
MPS
St. Paul
FAA


MCA Math
Student Proficiency
Trend Data
100
80
60
40
20
0
2013-2014
2014-2015
2015-2016
State
MPS
St. Paul
FAA


MCA Science
Student Proficiency
Trend Data
80
60
40
20
0
53.4
34.1
28.5
53.8
59.3
37.1
30
71.4
61.6
31.6
37.6
37.6
2013-2014
2014-2015
2015-2016
State
MPS
St. Paul
FAA





Student and Parent Satisfaction
Friendship Academy maintains high student enrollment and re-enrollment, interest, and demand. Continuous Enrollment throughout the year has increased each of our twelve years of service. Enrollment over past (4) years has increased from 100 students to 156 students. Approximately 40% of Friendship Academy's student population is bused in from Brooklyn Park and Brooklyn Center.

93% of Friendship Academy's students applied for re-admission during the 2015-2016 school year. As parents spread the news about their satisfaction with Friendship Academy's educational program,

re-enrollment of students who previously left the school has increased.

8. Governance & Management

Friendship's board demonstrated the capacity to effectively govern a successful charter school. Friendship Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to school board composition and training, and the board demonstrate the capacity to govern an effective charter school, with the following elements fully developed and functioning effectively:

- Composition, skills and experience
- Elections
- Background checks
- Training
- Onboarding

Friendship's board engaged in appropriate decision-making and oversight through effective and transparent board meetings.

Friendship Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to board decision-making and oversight, with the following elements fully developed and functioning effectively:

- Conducting meetings
- Meeting documentation
- MN Open Meeting Law
- Policy development, implementation and review
- Establishing clear performance expectations for the school that align to the charter contract
- School performance evaluation (academic, financial, operation, environmental education)
- Key organizational documents and decisions

The Board of Directors of Friendship Academy consists of seven members. Skills and expertise of Board members include: accounting, legal, consulting, non-profit management and training, public school teaching, college counseling, human resources and youth advocacy. One of the Board members is a parent with a student attending the school and another is on the staff (teacher) at Friendship. All seven Board positions were up for election this year. Board members recognize the need for leadership continuity and are considering Board policies that would provide for staggered terms over at least two years. Board leaders are seeking additional members with marketing and fund-raising expertise.

Friendship Academy's meeting minutes provide clear and concise evidence of the Board's engagement in appropriate decision-making, that includes providing leadership, setting policies, and developing accountability practices that will ensure high student achievement, reviewing performance data and budgets, contracts, annual reports, financial audit, and leases. Friendship Academy's monthly agenda contain director reports from the Executive and Academic Directors.

A comprehensive Board binder is given to each Board member. Agendas, minutes, board packets, bylaws and policies are kept in the front office and posted on the school's website.

Name	Board Position	Group Represented	Contact Information	Date Seated
Wendy Hines	Chair	Community	612-879-6703	2016
Dorothy Richburg	Treasurer	Community	612-879-6703	2016
Brenda Hill	Director	Community	612-879-6703	2016
Ananysia Joseph	Director	Community	612-879-6703	2016
Carr Kpanyo	Director	Staff	612-879-6703	2016
Steven Belton	Director	Community	612-879-6703	2016
Beryl Wingate	Director	Parent	612-879-6703	2016

Comment [wh1]: 2016 Board

9. Staffing

Friendship has been working very hard to ensure that we are continuously researching ways that surrounding districts use to keep exemplary staff in their organization. Our philosophy is to always put the best teachers in front of our students. We are committed to live out this philosophy. It is important to note that Friendship has retained 100% of its teaching staff. This is an example of our commitment to investing in the professional growth of our staff and students.

Friendship offers their staff job-embedded professional development. We have seven mentor teachers available to support teachers on day-to-day basis on Friendship's Four Initiatives. We focus on Positive Behavior Intervention Strategies, SIOP, Thinking Maps, Data/Technology and Best Practices. The Four Initiatives are also the focus for our Professional Learning Communities, which teachers meet every Tuesday afternoon 3:00-4:00am to study an area of interest. Teachers take what they have learned back into their classrooms immediately. Teachers assess their strengths and weaknesses based on the Charlotte Danielson rubric. We train our staff as a whole and as individual. Our big hairy audacious goal is to create confident and competent cultural relevant high performing teachers. We meet their needs of developing into high impact teachers head on!

2015-16 Licensed Teaching Staff (Specialist)				
Name	**File #**	**License and Assignment (subject/grades)**	**2016-17 Status***	**Comments** *Grade assignment for 2016-17 school year*
Ms. Henderson	File #: 476285	Kindergarten	Returned	Kindergarten
Ms. Dietz	File#:481028	1st Grade	Returned	Moved to 6th grade
Ms. Hill	File#:487616	2nd Grade	Returned	Moved to 3rd grade
Ms. Murphy	File#:489775	3rd Grade	Returned	Moved to 1st grade
Ms. Patton	File#:487720	4th Grade	Returned	4th grade
Mr. Allabi	File #:450771	5th Grade	Returned	Moved to 2nd grade
Mr. Kidd	File#:487172	6th Grade	Returned	Moved to 5th grade
Mr. Kpanyor	File #:394524	Special Education	Returned	Special Ed.

10. Finances

FAA will submit audited financial information to Pillsbury United Communities and the Minnesota Department of Education on or before December 31, 2016.

Questions regarding school finances, financial reports of 2015-2016, and/or an organizational budget for 2016-2017, please contact:

Friendship Academy of the Arts Charter School
District #4079
2600 E. 38th St.
Minneapolis, MN 55445
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Friendship Academy's financial performance of 2015-2016 provided the school with remarkable opportunities to further expand their academic programs. Friendship's outlook for 2016-2017 continues to be positive, as the school looks forward to future growth in enrollment, and approaches to future opportunities that provide the best quality education possible for students.

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 Minneapolis Office of New Schools no later than December 31, 2016.

FY15 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	2.079,014	105,454	N/A
Total Expenditures	1,819,137	105,454	N/A
Net Income	259,877	0	N/A
Total Fund Balance	522,013	0	N/A

Comment [wh2]: I changed this to match the preliminary June numbers given earlier. I haven't seen audited numbers yet.

11. Future Plans

Friendship Academy is considering expansion options in an effort to serve more students. The options include adding a pre-K program, adding a 7th and 8th grade, or replicating the current programming. In this transition, Friendship is going to be strategic in its process to ensure the best decision is made for the future of our children and organization. We want to ensure the proper structure and quality teachers and staff are added to our team. We appreciate the opportunity to serve our students and will continue to do our best to continue to serve our community.