



World's Best Workforce ANNUAL REPORT

For the 2023 - 2024 Academic School Year

**Submitted to
Osprey Wilds Environmental Learning Center,
Authorizer
November 1, 2024**

Table of Contents

- I. Introduction and School Information..... 3**
- II. Implementation of Primary and Additional Statutory Purposes..... 5**
- III. Student Enrollment & Demographics 7**
- IV. Student Attendance, Attrition & Mobility 9**
- V. Educational Approach & Curriculum 11**
- VI. Innovative Practices & Implementation 23**
- VII. Academic Performance: Goals & Benchmarks 26**
- VIII. Educational Effectiveness Practices 37**
- IX. Student & Parent Satisfaction 43**
- X. Environmental Education..... 45**
- XI. Governance & Management..... 46**
- XII. Staffing..... 55**
- XIII. Operational Performance 64**
- XV. Future Plans..... 70**
- Appendix A: School Calendar 72**

I. Introduction and School Information

Excell Academy for Higher Learning

Charter School No. 4068

5800 65th Avenue North

Brooklyn Park, MN 55429-1559

763-533-0500

www.excellacademy.org

Serving grades Pre-K – 8

Founded in 2001 by Mrs. Sabrina Williams

Excell Academy for Higher Learning, MN Charter School 4068, has completed twenty-three years of operation and is proud to submit this twentieth Annual Report to its authorizer and stakeholders! The purpose of this report is to highlight and effectively communicate the Academy's programs, operations, growth, successes, and opportunities for the 2023 – 2024 school year.

Mission

The mission of Excell Academy for Higher Learning is to equip and prepare its learners for higher levels of education and to be positive, productive citizens. Excell Academy will achieve its mission by identifying, nurturing, and developing its learners' academic gifts, talents, and creativity. With the belief that every student is capable of pursuing achievement at a higher level, Excell Academy offers exceptional learning experiences and quality curricula to foster the learners' fullest potential.

Vision

Excell Academy for Higher Learning's Board of Directors envision excellent staff, excellent curriculum, excellent student body, and excellent parent and community involvement in the program. In addition, Excell Academy's goals include providing:

- Our students with learning opportunities and academic experiences which normally are not made available to them;
- High standards and high expectations for all our learners
- Support in academic, social and emotional issues that are specific to the learners and their families.
- A culturally comfortable learning environment in which students are free to express themselves intellectually, creatively and effectively
- An environment where individual and cultural differences in teaching and learning styles are acknowledged
- A racially, culturally and economically diverse student body
- A socially and academically responsive curriculum, in which problem-solving and critical thinking apply to the culture and history of diverse groups

- Content about minority groups integrated as a regular integral part of the curriculum "Real-Life" learning experiences
- A "continuous progress" system for individualized learning
- Multi assessments to monitor student achievement
- Staff members who are active and proactive in seeking professional development to work effectively with diverse populations of students
- Extended--day enrichment activities and homework assistance
- Parental involvement in training and development
- Opportunities for community partnerships and other types of community involvement.

Authorizer

Excell Academy's authorizer is Osprey Wilds Environmental Learning Center. The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for Minnesota students 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.

Excell Academy has been authorized by Osprey Wilds (OW, formerly Audubon Center of the Northwoods) since FY2010. In 2019 Excell was granted a five-year charter contract, to run through June 2024; the 2023-24 school year was the final year of this five-year contract. Excell Academy successfully secured a renewed contract in the spring of 2024, for another five-year term to run through FY2029.

Erin Anderson, Director of Charter School Authorizing
 Osprey Wilds Environmental Learning Center, Charter School Division
 1730 New Brighton Blvd
 Suite 104, PMB 196
 Minneapolis, MN 55413
 (612) 331-4181
<https://ospreywilds.org/charter-school-division>

Excell Academy Philosophy & Framework

Core Values / Operating Principles

- #1 A love for children and belief that every child can and will learn**
- #2 High expectations of self, students and co-workers**
- #3 Commitment to outreach and involve the broader community in Excell**
- #4 Commitment to creating a culturally inclusive and safe learning environment**
- #5 Commitment to supporting student academic success and social competence**
- #6 Commitment to individual needs of students**
- #7 Contribute to the success of the entire organization**



II. Implementation of Primary and Additional Statutory Purposes

Excell Academy focuses on the Primary Statutory Purpose for Minnesota charter schools, to improve pupil learning, and the additional purpose to increase learning opportunities for pupils.

Improve Pupil Learning – Excell Academy believes the combination of a caring, well-trained staff, a differentiated multidimensional meaningful curriculum, sensitivity to cultural diversity and individualization, multiple modes of assessment and strong parent and community involvement will result in improved pupil learning for all Excell Academy students. Pupil learning also improves with the training and implementation of higher-level and critical thinking skills, which research has shown to promote independent life-long learning. Excell's implementation of aspects of the Responsive Classroom model (RC) and a house system for positive behavior management has promoted student learning in that students are attaining cognitive and social growth as they learn to care for themselves and the school environment. Daily experience in the class teaches us to integrate academic and social learning throughout the school day, nurturing students who are informed, ethical problem solvers. In addition to these elements, Excell Academy utilizes McREL's research-based *Classroom Instruction That Works* framework (see <https://www.mcrel.org/>) and provides Language Essentials for Teachers of Reading and Spelling (LETRS) training for teachers. This research based framework promotes teacher and student academic collaboration school-wide and supports teacher motivation as well as increased student achievement. Finally, students wear uniforms which educational research, as well as the school's our own data, has shown to reduce anxiety levels in students thus improving learning.

Increase Learning Opportunities for Pupils - Excell Academy increases learning opportunities for its students through its multi-dimensional curriculum, along with the implementation of *Amplify CKLA* (replaced *Creative Curriculum* as the main pre-K curriculum effective 2023-24) in the Kindergarten Readiness program. In Excell's K-8 program, *National Geographic Reading Curriculum* (retained for 2023-24; shifting to Amplify effective 2024-25), *Zearn Math* for K-6 and *College Preparatory Math* for grades 7-8, not only challenges students academically, but also stimulates interest, classroom participation and further study. Through collaboration with and support from the community and local businesses, and the encouragement of service learning, students have ample opportunities for meaningful real-life experiences and nontraditional learning opportunities. Students also have the opportunity to participate in enrichment activities that are normally not made available to students of color and/or economically challenged children. Some enrichment activities that increase learning opportunities for pupils include Community Interaction activities. Community interaction continues as an important practice at Excell. Excell Academy's goals in this area are that all students will have an opportunity to benefit from community partnerships and/or other types of community involvement annually.

Afterschool enrichment activities include athletics (Soccer, Basketball, Volleyball, Cheerleading), Tutoring, and Drama / Arts. These activities were expanded in 2023-24 with support from Excell Academy's 21st Century Community Learning Centers grant, awarded summer 2023, which incorporated athletic activities supported by the local organization Totally Committed in the school's We Excell after-school program.

Excell's community partnerships in 2023-24 included:

- Hope 4 Youth
- Parent Aware
- Brooklyn Park Rotary Club
- Drug Abuse Resistance Education (DARE)
- Brooklyn Park Police and Fire departments
- Minnesota Leaders of Color
- Minnesota Association of Charter Schools (MACS)
- National Society of Black Engineers (NSBE)
- Power of Relationships (POR) Emotional Wellness
- Headway Emotional Health Services
- Cummins Companies
- Mighty Fortress Church
- Brookdale Christian Center Daycare
- P&C Family Daycare
- Brooklyn Park Lion's Club
- Pacer
- Wells Fargo Volunteers
- Teach for America
- Reading & Math Corp
- Foster Grandparents
- Junior Achievement
- Mary's Place
- Salvation Army
- Thrivent
- Sheridan Story
- Hennepin County Public Health
- Acer
- Totally Committed
- Neighborhood HealthSource
- Edmentum
- Black Men Teach
- Junior Achievement Biztown
- Science Museum of Minnesota
- North Hennepin Community College AVID
- Stages Theater Company

III. Student Enrollment & Demographics

Excell Academy’s enrollment has remained relatively stable over the past three years; see the enrollment data below. Figures shown below are data recorded by MDE as of October 1, with Average Daily Membership (ADM) as recorded by the school once the school year is complete.

Number of Students Enrolled				
Student Group	2021-22	2022-23	2023-24	2024-25 (as of Oct. 1)
Prek 3-5 year olds	60	63	41	66
Kindergarten	46	64	63	57
1st Grade	54	54	67	74
2nd Grade	52	55	43	70
3rd Grade	47	53	44	45
4th Grade	37	51	50	48
5th Grade	41	44	52	55
6th Grade	44	36	41	50
7th Grade	45	49	39	41
8th Grade	30	41	43	47
Total	456	510	483	553
Total ADM (Average Daily Membership) for year	440.90	464.63	465.58	

Student Demographics

Excell Academy has had retained similar demographics in our student population over the past three years as shown in the table below.

Demographic Trends				
Student Group	2021-22	2022-23	2023-24	2024-25 (as of Oct. 1)
Total Enrollment PreK-8	456	510	483	553
Male	222	262	251	297
Female	234	248	232	256
Special Education	39	55	67	75
LEP	99	106	74	75
African American	421	469	449	513
Latino	21	24	23	26
Asian/PI	2	5	3	3
American Indian	0	0	1	0
White	1	0	1	1
Multi-racial	11	12	6	10
F/R Lunch	361	90%+	90%+	88%



IV. Student Attendance, Attrition & Mobility

Student Attendance

Excell Academy's consistent attendance percentage results over the past four years are as shown in the table below.

	2020-21	2021-22	2022-23	2023-24
Consistent Attendance Percentage	85.3%	76.8%	76.7%	74.5%

Note: Consistent Attendance Percentage was calculated as follows:

- 2020-21: Total of 416 K-8 students enrolled at least 50% of the school year; 355 or 85.3% attended at least 90% (note for this online-attendance year students were counted as in attendance if they connected at all, online)
- 2021-22: Total of 400 K-8 students enrolled at least 50% of the school year; of these students, 307 or 76.8% attended at least 90%.
- 2022-23: Total of 434 K-8 students enrolled at least 50% of the year; of these students, 333 or 76.7% attended at least 90%, unchanged from the previous year.

- 2023-24: Total of 443 K-8 students who were enrolled at least 50% of the school year; of these students, 330 or 74.5% attended at least 90% of their days enrolled, a slight decrease from the previous year.

Student Attrition

Analysis of the past two years' enrollment data shows that of a total of 396 K-7 students enrolled as of 10/1/2023 and remaining to year's end, 319 or 80.6% had returned to re-enroll as of 10/1/2024. This figure is unchanged from the previous year, when 282 of 350 students remained enrolled from 10/1/22 to 10/1/23.

Percentage of students¹ who are continuously enrolled between October 1 of 2022-23 school year and October 1 of 2023-24 school year.	<u>80.6%</u>
--	---------------------

Retention by this measure for October 2019 – October 2020: 85.4%
 Retention by this measure for October 2020 – October 2021: 82.8%
 Retention by this measure for October 2021 – October 2022: 82.6%
 Retention by this measure for October 2022 – October 2023: 80.6%

Student Mobility

Analysis of 2023-24 enrollment data shows that of the 476 grades K-8 students enrolled for any part of the school year, 419 or 88.0% were enrolled for at least 95% of the year. This measure of student mobility has remained essentially unchanged over the past four years:

- 2020-21: 91.2% of students enrolled at least 95% of the school year
- 2021-22: 88.3% of students enrolled at least 95% of the school year
- 2022-23: 88.3% of students enrolled at least 95% of the school year
- 2023-24: 88.0% of students enrolled at least 95% of the school year

Percentage of students who were enrolled for 95% or more of the 2023-24 school year.	<u>88.0%</u>
---	---------------------

¹ Does not include students who completed Excell Academy's program, i.e. 8th graders from the previous school year.



V. Educational Approach & Curriculum

Key Pedagogical Approaches and Alignment to School Mission

The mission of Excell Academy for Higher Learning is *to equip and prepare its learners for higher levels of education and to be positive, productive citizens*. Furthermore, Excell Academy aims to achieve its mission by identifying, nurturing, and developing its learners' academic gifts, talents, and creativity. With the belief that every student is capable of pursuing achievement at a higher level, Excell Academy offers exceptional learning experiences and quality curricula to foster learners' fullest potential.

As articulated above under Statutory Purposes, Excell Academy's pedagogical approach is built on the combination of a caring, well-trained staff, a differentiated multidimensional meaningful curriculum, sensitivity to cultural diversity and individualization, multiple assessments and strong parent and community involvement. Excell also focuses on implementation of higher-level and critical thinking skills, providing training for staff in the teaching of these elements. The school's Instructional Leadership Team (ILT) carries out the work of reviewing curriculum and instructional approaches to ensure their efficacy, including supporting ongoing review of data as well as end-of-year summative review of available data to assess the efficacy of programming and identify where changes need to be made. For instance, in 2023 the ILT identified the need to replace the Reading curriculum, which was carried out during the 2023-24 school year by the ILT with particular leadership from the two Academic Coaches. Throughout the year, the Associate School Director, academic coaches and teachers have weekly data meetings. There is a data meeting with grade-level teachers for each grade K-5, and for Middle School, so each teacher

has a data meeting once per week. At these meetings, teachers analyze currently relevant data depending on what they are teaching, e.g. Zearn or Reading curriculum data, and MAP data immediately after it becomes available. This practice helps keep a focus on current academic results, allowing for adjustments based on results.

Finally, Excell leadership reports the school's implementation of aspects of the Responsive Classroom model has promoted student learning in that students are attaining the greatest cognitive and social growth when they learn to care for themselves and the school environment. Outside the main academic program, students have the opportunity to participate in an array of enrichment activities that they would likely not otherwise be able to access, as outlined above in the Statutory Purposes section of this report.

Overall Instructional Program and Curricula; Remediation and Acceleration

Excell Academy lead staff have provided the following summary of the school's instructional program and curricula:

Teachers and staff at Excell Academy for Higher Learning have high expectations for all learners. Our teachers develop conceptual knowledge and manage the content of the academic curriculum. Teachers plan lessons and develop learning objectives based on declarative and procedural knowledge in order to ensure a clear balance of learning in content and skills. We strive to lead and instruct our children to success by ensuring that the students are learning what is being taught through their individual mental processes, such as recalling, recognizing, reflecting, analyzing, evaluating and understanding as well as creative, higher-level and critical thinking.

Curricula used in the core academic subjects are outlined below. The curricula, however, are in many cases only resources for teachers to use in standards-based lesson planning, instructing and assessing. To ensure alignment of academic programming to state standards, teachers and grade level teams supplement areas where the curriculum being used does not fully cover a Minnesota standard, and may omit material from the curriculum that is not linked to a standard.

Excell Academy uses *National Geographic Reach Curriculum* for K-5 reading, and AmplifyELA for grades 6-8 (shifting to Amplify for all grades K-8, beginning fall 2024). The *National Geographic Reach Curriculum* is aligned to the Common Core Standards and provides many resources for EL students. Excell Academy adopted the "Zearn" math curriculum for grades K-6, in 2021-22 and has continued its use since. This program includes many online videos explaining elements of math (see <https://about.zearn.org/> for details). Also, College Preparatory Math (CPM) is utilized as a curriculum resource for grades 6-8. CPM was designed to spur student interest and engagement, through a program based on research about students' thinking regarding math, and on the experience of teachers of mathematics (see <https://cpm.org>). For Science instruction, Excell utilizes *Pearson Interactive*.

During 2023-24 Excell Academy planned a change to its reading curriculum, to take effect the following year. The Instructional Leadership Team (ILT), and in particular the two Academic Coaches, put substantial effort into this during 2023-24, undertaking extensive research on different potential reading curricula to identify which would best serve the school. This effort was in part to serve the goal of being aligned with the state's new READ Act requirements, which is an advantage of the Amplify set of reading curricula. Another criterion was that the reading

curriculum be aligned with the Science of Reading. Amplify is aligned with the Science of Reading, and has culturally-responsive supplementary resources for each units, also serving the aim of aligning with students' cultures. Beginning Fall 2024, Excell has begun using Amplify reading / literacy programs for all grades K-8 (see <https://amplify.com/science-of-reading-programs/>).

Further details on selected core curricula are as follows:

K-5 Reading: National Geographic Reach for Reading

Reach for Reading is a content-based program that strives to instill a passion for reading in all the content areas. Through this program, every student can unlock the power of reading. This program is structured in that it follows the same format for each lesson, but is flexible to reach each student where he or she is. *Reach for Reading* provides leveled readers where the students are reading the same content, but at a level, they can access. It also focuses on building background knowledge that many of our students do not have.

6-8 Reading: AmplifyELA

In the 2022-2023 school year Excell Academy adopted the Amplify ELA curriculum for grades 6-8. Amplify ELA is a blended English language arts curriculum designed specifically to support students in middle school and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Multiple entry points and differentiated supports allow every student, regardless of fluency or ability level, to engage deeply with the same complex texts and rigorous curriculum.

Excell Academy's District Assessment Coordinator provided the following summary of the school's approach to reading instruction:

We have been fully embracing science based reading instruction in our curriculum (Heggerty, Amplify) and instruction (LETRS, McREL) so that we are building the skills of high quality readers from the beginning and intervening with students that need additional support. Several of our teachers in grades PreK-2 have received Language Essentials for Teachers of Reading and Spelling (LETRS) training and all teachers in grades PreK-4 along with all Title I intervention teachers and Special Education teachers are currently enrolled in LETRS with two active PLCs working on delivering it.

K-5 Math: Zearn

Zearn Math K-5 lessons follow the scope and sequence of Eureka Math/EngageNY. With Zearn, kids learn the same concept twice--once with their teacher and once in the digital lessons (which include onscreen teachers, visual models, and digital manipulatives)--so they gain a deep understanding of math. All materials are top-rated, crafted to represent everyone, and backed by research to deliver results. Zearn uses the concrete/pictorial/abstract (CPA) pedagogical strategy to help kids understand math concepts in an intuitive and tangible way. Zearn gives kids more opportunity to explore the math concepts they are learning with their teacher, with built-in differentiated support and Tier 1 intervention built into every lesson.

The following summary / update on Excell Academy's approach to math instruction was provided by the school's District Assessment Coordinator:

Along with strong Tier 1 instructional practices from McEL, we are implementing our math curriculum with fidelity in a data driven system that will continuously monitor progress and fidelity

of implementation of Zearn. This curriculum has a great record of success when used as intended and has a convincing research base with post Covid learning acceleration.

Grades 3-8 Science: Pearson Interactive

Interactive Science is a complete science curriculum for students. Lessons engage students in science inquiry; STEM activities; and problem-based, hands-on learning. Blended print and digital experiences engage students. Interactive Science includes strong literacy connections for elementary learners. High-quality science resources, strategies, and guidance help teachers awaken students' sense of curiosity as they learn about science.

Social-Emotional Learning: Second Step PK-8

Second Step provides a fully integrated framework for protecting elementary school students and promoting their social, emotional, and academic success. Every lesson is age-appropriate, easy to teach, and fun to learn. Second Step Social-Emotional Learning (SEL) gives students the tools to succeed in and out of the classroom. Excell Academy's focus on SEL was expanded for the middle school in particular during 2022-23, with the addition of a dedicated SEL class for middle school students.

Excell Academy's use of assessments and its overall instructional leadership approach are designed to support the instructional program and curriculum as described above, and also provide for remediation and acceleration. In the fall of each academic year, all students except Kindergartners are given the Northwest Evaluation Association's Measures of Academic Progress (MAP) Assessments in Reading, Math and Science. These tests help to identify students that are below, on-level or above grade level in order to determine what interventions or enrichment each student needs. Weekly standards-based common assessments in reading and math inform instruction and evaluate each student's progress towards meeting state academic standards. In weekly data meetings based on these assessments administrators and teachers evaluate student data, identify benchmarks needing re-teaching, determine if students should be referred to the Problem Solving Team, prior to being evaluated for Special Education needs.

Since 2021-22 Excell Academy has implemented a Multi-Tiered System of Supports (MTSS), initially to address learning loss caused by the COVID-19 pandemic, and in general to support academic growth. MTSS is a comprehensive framework that focuses on the alignment of systems necessary for all students' academic, behavior and social success. The focus of MTSS is to remove barriers to learning at all levels. The mission of MTSS is to create a system of support for academic, behavioral and social emotional student needs. By working as a collaborative community (teachers, staff, families and students), Excell Academy seeks to maximize each student's potential. Teachers provide an engaging environment focused on whole child learning.

Educator Support and Professional Development

Excell Academy's Instructional Leadership Team (ILT) analyzes student data alongside implementation data provided through our practice profiles. The data meetings provide timely student data related to the implementation of research-based strategies and implementation data provides data on the fidelity of implementation and the health of the system related to implementing the strategy. The ILT responds accordingly if additional support and PD need to

be provided to improve system health and give the resources that teaching staff need to faithfully implement instructional strategies. The ILT (which includes all Professional Learning Community lead teachers) can then provide those resources through the PLCs by building capacity in those teaching staff in leadership positions (lead and mentor teachers).

Members of the ILT have had many opportunities to attend professional development surrounding implementation science, leadership teams and school improvement. The ILT has developed practice profiles for observation and support of implementation of the McREL framework with fidelity. Excell provides training in the McREL *Classroom Instruction That Works* framework to all licensed teachers at the school.

At the beginning of the school year PD is offered in a variety of key areas. During August 2023 training was offered over 17 days, with topics covered including:

- Zearn Leadership training provided by external consultants, attended by admin. and ILT members
- Leadership Training, attended by the ELT, Behavior Leads, CCT Leads, ILT Leads, Coaches, and OLT
- Professional Learning Community (PLC) Leadership training provided by MN Dept. of Education, attended by ILT
- Infinite Campus (Student Information System) training, provided by Infinite Campus and attended by ELT and OLT
- McREL Leadership Training, attended by ILT
- New Employee Onboarding, daylong; facilitated by Excell's Human Resource Manager and Business Office Coordinator
- Instructional Logistics facilitated by Excell's Associate School Director; Strong Systems of Support with Instructional Coach Lewis; Community of Care Team training with the Diversity, Equity and Inclusion Coordinator; Reach for Reading Teachers with Instructional Coach Lewis (for all new instructional staff)
- Administration and HR facilitated by the Executive Leadership Team (ELT)
- School Culture and Community Engagement, facilitated by the Diversity, Equity and Inclusion Coordinator
- Restorative Practices and Behavior Scenarios, facilitated by the Dean of Students and Associate Dean
- Groves Training for classroom teachers, facilitated by trainer from Groves Literacy Partnership
- Middle School Behavior Training, facilitated by the Behavior Team
- McREL training, facilitated by McREL trainer, for all instructional and administrative staff
- Zearn training, facilitated by trainer from Zearn, for classroom teachers and paraprofessionals
- OLT Logistics, facilitated by the Operations Leadership Team, for all instructional staff

Professional Learning Communities (PLCs) provide job embedded professional development for Excell Academy's teachers throughout the year. Lead Teachers introduce research-based instructional strategies, teachers use them and bring back data/student work to show effectiveness. Common assessment data are used to assess the effectiveness of instructional

strategies; data from these sources is reported to the ILT. The most successful strategies are perfected and implemented on an ongoing basis. Lead teachers then look for these strategies when doing classroom observations. Grade level teams create the common assessments used to track student performance and using this data to drive instruction.

During 2023-24, prek-3rd grade teachers were in PLCs focused on the Science of Reading supported by the Groves Literacy partnership which provided weekly on-site coaching for these teachers². They also completed LETRS training (Language Essentials for Teachers of Reading and Spelling; see <https://www.voyagersopris.com/professional-development/lettrs/overview>), and sought to implement the framework in their reading instruction throughout the school year. Grades 3-8 had PLCs focused on professional development from the ILT and CCT including strategies for student engagement and connecting with parents. All grade levels' PLCs continued working with the McREL framework for *The New Classroom Instruction that Works*.

Excell Academy retains two full time Instructional Coaches. The role of Instructional Coach at Excell Academy for Higher Learning exists to support staff in instructional practices. The Instructional Coaches help teachers set and meet professional goals for teaching and instruction and facilitate intentional reflection on instructional practices. The Instructional Coaches provide research-based instructional strategies to improve student learning. The Instructional Coaches partner with staff as instructional designers in a teacher-support role. Teachers with less than 3 years of experience were required to partner with a coach this year, teachers with more experience can reach out to the coaching team when they want support.

Professional development at the beginning of the school year and throughout the year also focused on Excell Academy's House System for proactive positive behavior management, the schoolwide SOAR expectations (Self-control, Ownership, Achievement and Respect) and Culturally Responsive Teaching.

The role of the PLCs and Lead Teachers remains key both in providing support to the teaching staff and in providing the necessary feedback loops that reveal specific needs for additional support to teachers. PLC leads report back to the ILT, staff surveys are given to determine teachers' level of comfort with the strategy and next steps are determined by the ILT and implemented through the PLCs.

Special Education Programming

Excell Academy's Problem Solving Team meets weekly to discuss individual student concerns. At Problem Solving Team meetings, all involved parties utilize a problem solving model to discuss classwide, tier two and individualized interventions to support students who are struggling academically and/or behaviorally. If interventions are successful in increasing student progress, they are continued and monitored. If, after a period of several weeks, interventions are not yielding progress, or if a student is demonstrating an immediate need, the student will be

² Excell Academy sought to implement the Groves foundational skills model through 2023-24, but decided not to continue this partnership beyond this school year.

referred for a special education evaluation. If the student qualifies for special education services, the team will develop an Individualized Education Plan (IEP). Students with an IEP may receive a variety of specialized services in small groups outside of their classroom or through specialized support within the general education classroom based on their individual needs.

Excell Academy's Special Education Coordinator provided the following update on special education programming during 2023-24:

The mission of Excell Academy's special education department is to provide meaningful and equitable learning experiences for all students with disabilities in order to establish independent, critically-thinking, empathetic and productive students who value lifelong learning. The special education department is committed to supporting differentiated instruction, implementing evidence-based, culturally responsive teaching practices and utilizing individualized accommodations to meet the individualized needs of the students who receive special education services. Staff and parent collaboration allows for data-driven responsiveness to address individualized needs in the areas of reading, writing, math, social/emotional learning and functional skills. On May 21 our department held its annual Special Education Advisory Council (SEAC) Meeting. We had more parents in attendance than in the history of Excell Academy. Our team demonstrated Excell-ent Teamwork in planning, organizing, and preparing for this meeting. Parents were empowered with training and information on how to work collaboratively with the school and advocate for their child.

During the 2023-24 school year the special education department completed 8 initial evaluations. All of those 8 evaluations were parent requests. Of the 8 evaluations, one student did not meet initial criteria. Seven students met criteria and began receiving special education services. One student qualified for services under the educational label of Autism Spectrum Disorders, one qualified under Deaf and Hard Hearing Disability, one qualified under Specific Learning Disabilities, two qualified under Speech/Language Impairment and one under Developmental Cognitive Delay Disorders.

Over the course of the 2023-24 school year, a total of 72 students (with fluctuating enrollment) received special education services at Excell Academy. Excell employed five full-time Special Education Teachers to meet the needs of students with services falling across Federal Settings 1-3. Additionally, Excell employed 13 shared paraprofessionals, 6 one to one paras. Shared paraprofessionals support a group of students within the general education setting. One to one aides support one individual student who requires significant behavioral and functional support. Related services, such as Speech Therapy, Occupational Therapy, and Developmental/ Adaptive Physical Education (DAPE) were provided by contracted specialists. Additionally, during 2023-24 Excell Academy provided art therapy in both one on one sessions and small group sessions in order to meet the growing mental health needs of students enrolled in our program. Excell Academy served students with a variety of disabilities, including: Autism Spectrum Disorders (ASD), Developmental Cognitive Delays (DCD), Developmental Delays (DD), Emotional/Behavioral Disorders (EBD), Other Health Disabilities (OHD), Specific Learning Disabilities (SLD), Speech/Language Impairments (SLI) and Deaf and Hard Hearing (DHH) Disabilities. Depending on their needs, students received anywhere between 40 to 1500 minutes per week of specialized services based on their IEP.

As noted above, Excell Academy utilizes the Multi-Tiered System of Supports (MTSS) as an approach to provide responsive services for all students. MTSS constitutes a process that provides

high-quality, research-based instruction based on learner needs. Needs are identified by monitoring students' progress. Adjustments to instruction and interventions are based on students' performance and rate of success. MTSS provides high-quality, standards-based instruction and intervention that is matched to students' academic, social and behavioral needs.

Through the use of MTSS, the school identified research-based curricula that would support students needing Tier 3 interventions. The special education department is now in the second year of utilizing the new curriculum in both reading and math. All students, including those receiving special education services took the NWEA MAP in the areas of reading and math. This assessment is used to measure academic growth throughout the year. A growth target is identified based on student scores on the fall assessment. During the 2023-24 school year, 32% of students receiving special education services met their growth goal in the area of reading. In the area of math, 52% of students met their growth target. Closing off the school year the special education department celebrated four students who met their IEP goals and no longer demonstrated a continued need for speech therapy services and one student who met their IEP goals and no longer demonstrated a continued need for special education services in the area of math. These five students graduated from the program.

English Learner Programming

Excell Academy serves a significant population of English Learners, consisting of 74 students or 15% of the student body as of fall 2023. Excell Academy has established an Academic Language Development (ALD) team, to focus on helping English Learners and supporting the acquisition of academic language for all students. Excell Academy's ALD teachers co-teach with classroom teachers in order to support most English Learner students in mainstream classrooms, while a small number who require more intensive support receive pull-out services.

Preschool and Prekindergarten Programming

Excell Academy provides several preschool and prekindergarten programs, which continued to operate during 2023-24. These early childhood options for families include the following:

Preschool for 3.5 - 5-year olds - This instructional play-based preschool program gives parents the opportunity to give their young children a head start on social learning experiences. Through play-based social interactions and intentional exposure to everyday age-appropriate life skills development opportunities, Excell's 3½ - 5-year olds are being prepared for a formalized pre-kindergarten program the following year.

Kindergarten Readiness Program for 4 - 5-year olds - Excell has operated a successful kindergarten readiness (K-readiness) preschool aged program for the past seventeen years. This program exists to prepare young students for kindergarten the following year. The K-Readiness program is a full-day, everyday program with a half-day option. Excell's K-Readiness program was developed to provide strong foundational social and academic experiences for pre-kindergarten aged students in order to prepare them with the necessary skills for kindergarten. Excell's K-Readiness program is helping Excell meet its mission by "equipping and preparing students with the tools they need for higher levels of education and to reach their maximum potential."

Voluntary Pre-Kindergarten (VPK) – Excell Academy was approved in 2014 to offer a prekindergarten program, which has been in place since. This free pre-K program provides play-based learning focusing on language, literacy, and social and emotional development. The VPK program is a Minnesota State Government funded program to give Minnesota families the option to enroll their pre-kindergarten aged children (four years old by September 1) in public education before starting kindergarten. The VPK program is daily, Monday through Friday during the school year for 3.5 hours per day.

All of Excell's early learning programs are fee based unless otherwise indicated (VPK is free). All of Excell's fee-based programs are Minnesota *Parent Aware 4 Star-Rated* and have scholarships available for all qualifying families. Classrooms consist of a staff-to-student ratio of 1:10 in each classroom including at least one teacher and one teacher's aide in each classroom. In addition, one teacher, who is licensed in Early Childhood education, supervises and mentors the staff of Excell Academy's Early Learning Programs.

Excell Academy's Preschool and Kindergarten Readiness program's curriculum is aligned with the Early Childhood Indicators of Progress (ECIPs). The preschool program uses *Amplify CKLA*, a comprehensive English Language Arts curriculum designed to prepare young children academically, socially, and emotionally for later reading success by building foundational language and literacy skills (took the place of *Creative Curriculum* beginning the 2023-24 school year, as the main curriculum in the preschool and Kindergarten Readiness programs).

Excell-ent Child Care (Employee Daycare): Excell Academy prides itself on having created a purposeful community where employees are collectively efficacious and committed to the academy's core values. Our employees have a work ethic of excellence and providing as many conveniences and accommodations to support this dedicated spirit throughout is an opportunity to continue to cultivate a positive workplace.

Excell-ent Child Care is a fully licensed daycare that was developed with our employees in mind to provide high quality convenient childcare on site. It continued to operate as described below, through the COVID pandemic.

"Excell-ent Care" is a 4-star Parent-Aware rated Family Childcare Program licensed through Hennepin County for the staff of Excell Academy Charter School for nearly eight years. Excell-ent Care holds a C3 license that preserves a total 14 child care slots for children ranging from infants to school-aged. Currently there are three full-time employees that support the physical, emotional, cognitive, and social-emotional needs of the children enrolled in the program. Excell-ent Care currently uses the High Scope curriculum which is play-based, child-centered, and grounded in research. The purpose of Excell-ent Care is to provide high-quality care by creating a safe and nurturing environment for children to thrive while providing opportunities for child-led activities through child and adult interactions.

Excell-ent Child Care is open from 7:30 am - 6:00 pm Monday through Friday on staff workdays. The employee daycare is also open during the summer to accommodate 12-month and summer school employees. Employees complete registration and their children are enrolled on a first come first serve basis. Childcare services are tuition based.

Our families greatly benefit by having *all* of their children attend Excell Academy's PreK-8 programs. This allows for focused and common instructional practices. When young, underserved and economically disadvantaged children are given the opportunity to be well prepared for their formal education, there is a much greater probability of educational success and narrowing the achievement gap. The families not only benefit by receiving a quality education but receiving it at no cost or at a reduced cost. In addition, families with more than one student benefit from having all students at the same location and provided with the same transportation.

Before / After School and Summer Programming

Excell prides itself on the variety of educational support and (low cost/no cost) services that are made available for its families.

After school and summer programming supports Excell Academy's mission and vision by providing additional parent requested services all in one location. The academy may or may not charge tuition for some of its additional programs. Beginning in the fall of 2023, Excell Academy was able to expand before and after school programming with the support of a federal Twenty-First Century Community Learning Centers grant. Grant activities began immediately upon the beginning of the 2023-24 school year in September, as the school hired / contracted with personnel to provide before- and after-school programming called for by the grant, and finalized plans for 21st Century CLC programming.

Here are some details on out-of-school-time programs that are offered at Excell Academy:

Before School: Parents were invited in September 2023 to sign up their students for before- and after-school programs, which began Tuesday, October 24. A tutor was available to help students with homework during the before-school program which was offered from 8:00 – 9:00 am Monday through Thursday, from October 24 through April 25. From one to five students attended most days, with an average of approximately three students present.

After School: Excell Academy's 21st Century CLCs after-school program began Monday, October 23, and was provided from 3:30 – 6:00 pm Monday through Thursday, until April 25. Students were placed in six groups, by age: Pre-K and K, Grades 1-2, 3-4, 5th, 6th, and 7-8. The program was staffed with tutors, who were Excell Academy staff or contractors. After-school began with dinner, followed by homework help or academic enrichment. Academic enrichment / acceleration in literacy and math was provided via the computer-based Exact Path Reading and Math programs, from Edmentum (www.edmentum.com). Physical activity was provided through the Community Sports program, in which students participated in various games, coached by staff from the local Totally Committed organization which was founded to support youth in the

Twin Cities in building physical and mental strength (<https://totally-committed.com/>). After-school concluded with a snack and clean-up. From 20 to 70 students attended most days, with an average of approximately 40 students present.

Summer School:

Excell Academy provided a five-week summer school program in the summer of 2023. Camp Create Summer STEAM (Science, Technology, Engineering, Agriculture/Arts, and Math) Program is organized to provide activities, experiments, projects, and field experiences for students entering grades PreK - 8 in the fall of 2023. Camp Create operated Monday-Thursday 8:30am - 4:00pm. There was regular programming from 8:30 - 1:30, and enrichment program the final two-and-a-half hours. Each student received free breakfast and lunch every day, and participated in field trips on Thursdays. Camp Create promoted STEAM education through blended learning methodologies, as well as a range of individual and group projects. There were a total of 120 students enrolled in Camp Create for the summer 2023 session.

During the summer of 2024, Camp Create was offered as a program of the Twenty-First Century CLCs grant. Camp Create began Wednesday, June 12 with a partial week the first week, and continued through Tuesday, July 16. Attendance most days was between 30-60 students, with an average of 44 students in attendance. Programming began with morning meetings to set a positive tone for the day, included reading clubs foster a love of literature, sports activities to promote physical fitness and teamwork (provided by Totally Committed, whose programming during the school year after-school program was very popular with students), and STEAM projects to develop critical thinking skills across disciplines. As in the after-school program, Exact Path was utilized for academic acceleration, also intended to help prevent summer learning loss. Students were on-site at Excell Academy Monday through Wednesday, and took field trips on Thursdays.

Community Summer Breakfast & Lunch Program: Excell Academy offers free breakfast and lunch for children up to age 18 in the community. This summer food service program is provided by the Minnesota Department of Education Nutrition Program and the federal nutrition program. Students enrolled in the Camp Create program participated in the Summer Food Service Program during the dates the camp operated (also provided for Freedom School participants, summer 2022).

Tutoring: After-school tutoring, is made available to students who are referred by a teacher. It was offered four days per week, Monday through Thursday from January 24 through March 23, 2023 (after-school tutoring was only provided for this limited amount of time during the 2022-23 school year due to resource constraints).

Excell Academy Staffing

First and foremost, to meet its mission Excell Academy seeks to employ caring and well-trained staff. A commitment to diversity and equal employment opportunity is the foundation for recruiting and hiring employees at Excell Academy for Higher Learning. Staff members are expected to be active and proactive in seeking professional development to work effectively

with diverse populations of students. Excell Academy strives to keep class sizes small, and provides paraprofessionals and other educational support staff to support the professional teaching staff.

Details on Excell Academy's approach to staffing, and listing of staff employed during 2023-24 are provided below, in the Staffing section.

Excell Academy Schedule and Calendar

The daily schedule at Excell is focused on providing the proper interventions and enrichment as well as providing ample time for core instruction at grade level. All Middle School students were enrolled in 5 core courses (ELA, Math, Science, Social Studies, SEL/Health). Students then were able to choose among several elective options including Social Media & Visual Arts, Guitar, Art, Game Theory, Leadership, Music, or Physical Education.

See the attached School Calendar (Appendix A).



VI. Innovative Practices & Implementation

Innovative and Unique Aspects

Over the past twenty years, Excell has grown from 65 students in kindergarten through fourth grade to approximately 500 students in Pre-kindergarten through eighth. Excell Academy for Higher Learning is a full-service educational facility that prides itself on a variety of educational support and (low cost/no cost) services that are made available for its students and families.

Excell Academy has implemented several innovative practices. The school has implemented an innovative schedule that puts a focus on both core instruction and intervention, when needed to support students who need extra support. The schedule allows the classroom teachers to focus on quality reading and math instruction while science, social studies, and other non-core courses are taught by content specialists. The science, social studies, and non-core courses specialists also provide extra prep time for classroom teachers who use this time to develop common assessments, adjust instruction and participate in weekly data meetings.

To support positive behavior throughout the school, Excell Academy utilizes Positive Behavioral Interventions and Supports (PBIS). Beginning in 2021-22 and continuing since, Excell Academy has revised its behavior management system to implement a Community Care Model. The aim of the Community Care Model is to integrate what the school has done with PBIS with culturally-informed instruction. Also, Excell Academy has implemented a “house” system modeled on that used at Ron Clark Academy, a highly successful middle school in Atlanta, Georgia. The PBIS rewards system now uses the Ron Clark model for awarding points. Excell Academy’s Community Care team, led by the Diversity, Equity and Inclusion Coordinator, oversees the house system.

Excell Academy also continued to implement the Second Step social-emotional development and bullying prevention curriculum to supplement PBIS. Second Step is a locally developed program that provides activities which have been built into morning meeting time, to impact all students. Another program that supports social-emotional learning is Zones of Regulation (see www.zonesofregulation.com). Excell Academy utilizes the Zones of Regulation framework to support students' ability to self-regulate their emotions.

Beginning in the fall of 2022, Excell Academy became a Groves Literacy Partnership school, using the Groves Method in grades Kindergarten through 2nd (extended to K-3 in 2023-24, which was the second and final year of Excell's participation in this partnership). The Groves Literacy Partnership trained Excell Academy teachers in evidence-based instruction to help illuminate the path to enhanced literacy for all students using the Groves Literacy Framework (see <https://www.groveslearning.org/literacy-partnerships/>).

Successes and Challenges, and Plans to Address Challenges

Excell Academy's Assessment Coordinator provided the following update on this aspect during 2023-24:

Excell Academy continued to make progress in overcoming the challenges presented by Covid 19 and the associated loss of learning, especially in the foundational skills of math and reading. The students most impacted were in 3rd through 6th grade during the 2023-2024 school year, something still evident in the data. Excell Academy continued to make progress by implementing Science of Reading (SOR) based literacy practices and preparing to adopt a new SOR based curriculum in the 2024-2025 school year as well as a massive expansion of teacher professional development through LETRS training. Our Zearn math curriculum was implemented with a higher degree of fidelity than in the past. Criteria for identifying students for intervention were adjusted, additional supports in math were provided, and the schoolwide schedule was adjusted to allow for common time for teachers, which included weekly data meetings.

Excell Academy leadership realized the need to meet the broad range of needs of all students while holding to high academic standards. The school created a Community Care Team which implements the school and classroom culture initiatives, seeking to ensure social and emotional supports are available for the whole school community. The Community Care Team was instituted for the 2021-22 school year, and has continued for the 2022-23 year. Social/emotional supports for students include the Excell Academy's house system, which ensures that every student has a cause and a crew. Based on the house system used at Ron Clark Academy, a highly successful middle school in Atlanta, Georgia, the system Excell Academy has adapted for its own context has greatly contributed to improving student well being.

In addition, Excell Academy continues to implement the Second Step social/emotional learning curriculum schoolwide to better serve the needs of students for developing skills for managing conflict and emotions in healthy ways. The school has implemented our schoolwide SOAR expectations (Self-control, Ownership, Achievement and Respect) as well to ensure that there are clear expectations for our learning environments to be quality and uplifting places of learning.

Student Leadership

Student Leadership programming is an important element in Excell Academy's effort to prepare student to take on leadership roles. The school's Diversity, Equity and Inclusion Coordinator provided the following details:

Excell Academy for Higher Learning Student Leadership program allows scholars to be seen in a way that helps project their full potential and really calls out their ability to manifest who they are now and who they will become in the near future. This dynamic program equips scholars with the opportunity to create skills and confidence necessary for their prolonged success in life. One of the 2023-24 House Leaders commented, *Being involved in the student leadership program at Excell Academy showed me how to overcome barriers and the reality of how much difference can be made within a community when people come together to be the change.*

Parent comments from 2023-24 included the following –

- *Watching my son grow from a shy reserved individual to a courageous house leader this year has been priceless. The leadership component provides the necessary training needed to build strong leaders that care about others and ultimately make the world a better place.*
- *Something that really stood out to me about Excell Academy Student Leadership program is the fact that students have expressed their joy in knowing that they did something good for their community. Excell Academy's high-quality learning environment provides students with rich and positive learning experiences that help prepare them for the world of work and engaging in 21st learning experiences and beyond.*

Excell Academy implemented an "Amazing Shake" competition during 2023-24 (see <https://www.theamazingshake.com/>). This is a program that originated at Ron Clark Academy in Atlanta. In Excell Academy's Amazing Shake competition, 50 scholars experienced numerous tests and challenges as they interacted with community professionals from local businesses in "The Gauntlet," a creative course consisting of approximately 4 stations. At each station, students had 60 seconds to provide their best display of professional tact with the hope of earning respectable scores from the community judges. After the conclusion of the Gauntlet, the top 10 students moved on to subsequent rounds, which include "working the room" with executives, engaging in round-robin style speed questioning, and delivering speeches in a tense setting. This event also featured a diverse population of participants from an inter-generational planning committee which included students, staff and parents as well as a highly magnified intentional amplification of diverse representation of volunteers. We understand that students' voices and choices matter and leadership spaces and we always want to create intentional space for their voices to be heard. Creating opportunities for scholars to cultivate and nurture their ideas from inception to implementation through courage, candor and determination the program model focuses on empowerment for the next generation of leaders.

A competition winner commented, *Overall, Amazing Shake has been a fulfilling experience, and I am proud to have been a part of it. The lessons learned and the impact made will stay with me for a long time, and I am eager to continue using these skills to make a positive impact in the future.*



VII. Academic Performance: Goals & Benchmarks

Progress on OW Contractual Academic Goals & WBWF Alignment

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students meet school readiness goals.
- **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.
- **[LL]:** All students are prepared to be lifelong learners.

Indicators and Measures, per Exhibit G to Excell Academy's 2019-2024 Charter Contract, are noted below, along with data pertaining to these Indicators to the extent it is available. Excell Academy had Academic and Academic-Related Goals for the current charter contract period, 2019-2024, in nine of the ten Indicator areas: Mission Related Outcomes, English Language Learners, Reading Growth, Math Growth, Reading Proficiency, Math Proficiency, Science Proficiency (and Growth), Other Proficiency or Growth, and Attendance. Data reported below is a sub-set of what was included in Excell Academy's Academic Data Request, submitted to the Authorizer. World's Best Workforce Goal Areas are also addressed in the below.

Indicator 1: Mission – Related Outcomes

School Goal: *Over the period of the contract, students at Excell Academy (Excell) will demonstrate achievement of significant academic and or personal growth, knowledge and skill development, and accomplishment related to the school's mission as measured by the school- developed rubric. **WBWF Goal Areas Addressed by this Goal: Career and College Ready***

Measure 1.1: *From FY20 to FY23, the aggregate percentage of students in grades PreK-8th who receive a SOAR ticket, recognizing them for demonstrating one or more of the school values (self-control, ownership, achievement, and respect) will be 80%. Performance required to meet target: The aggregate percentage is at least 80%.*

Measure achieved. In 2021-2022, the Ron Clark House Points system took the place of SOAR tickets (for Self-control, Ownership, Achievement and Respect). Data from each of the five years of the now-five years of the charter contract, from FY20 to FY24, shows a large majority of students receiving positive points.

In 2023-24, there were 536 students enrolled (for any part of the school year); and all of the students who were in regular attendance received points.

Measure 1.2: *From FY20 to FY23, the aggregate percentage of students in grades K-8 who complete 1 hour of community service and write a reflection will be at least 75%. Performance required to meet target: The aggregate percentage is at least 75%.*

Measure partially achieved. Community service practice, interrupted due to the pandemic and shift to distance learning, was resumed in 2021-2022 and continued through 2023-24 though participation remained limited, and data was not consistently tracked in order to enable accurate reporting of the percentage of students completing community service activities (and in many cases community service activities were carried out but were not accompanied by a reflection that school staff documented).

Indicator 2: English Language Learners

School Goal: *Over the period of the contract, English Learners at Excell Academy will demonstrate adequate progress towards English language proficiency. **WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure***

Measure 2.1: *From FY19 to FY23, the aggregate percentage of English Learners meeting target on the ACCESS test grades K-8 will be equal to or greater than that of the state percentage of English Learners meeting target. Performance required to meet target: The aggregate percentage is equal to or greater than the state percentage of English Learners meeting target.*

Excell Academy's English Learners had another year of significant growth towards English proficiency again in 2023-24. The percentage of Excell Academy ELs making their growth target was 40.8% (based on 20 of 49 students), which compares favorably to the statewide percentage which was 28.3%.

The table below shows data from the past six years on this measure, with the exception of the two school years where ACCESS testing was interrupted due to COVID.

Excell Academy	Number of English Learners meeting target as measured by the WIDA-ACCESS assessment	Percent of English Learners meeting target as measured by the WIDA-ACCESS assessment	State of Minnesota percent of English Learners meeting target
FY19	72	54.2%	40.1%
FY20			
FY21			
FY22	24	42.9%	27.9%
FY23	30	44.8%	28.9%
FY24	20	40.8%	28.3%
Aggregate	146	47.3%	31.3%

Measure 2.2: From FY19 to FY23, the average progress toward target for English Learners grades K-8 on the ACCESS test will be equal to or greater than the state average progress toward target. Performance required to meet target: The aggregate percentage equal to or greater than the state average progress toward target.

The average progress towards the target for Excell Academy’s English Learners during 2023-24 was 59.8%, higher than the state of Minnesota’s average of 46.4%. Again, the table below displays data on this measure for the past several years.

Excell Academy	Number of English Learners making average progress towards target	Percent of English Learners making average progress towards target	State of Minnesota Average Progress towards Target
FY19	72	78.7%	61.4%
FY20			
FY21			
FY22	56	68.5%	53.1%
FY23	67	63.3%	47.3%
FY24	49	59.8%	46.4%
Aggregate	244	67.6%	52.1%

Indicator 3: Reading Growth

School Goal: Over the period of the contract, students at Excell will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments. **WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure, Career and College Ready

Measure 3.1: From FY19 to FY23, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00. Performance required to meet target: The average growth z-score is equal to or greater than 0.00.

Measure 3.2: From FY19 to FY23, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%. Performance required to meet target: The aggregate percentage is greater than 50.0%.

Measures 3.1 and 3.2 are no longer applicable; MDE discontinued the reporting of z-scores in 2019.

Measures 3.3, 3.4: North Star Academic Progress

These two measures look at the number and percentage of students whose MCA results in Reading improved from the previous test season to the currently-reported year, comparing Excell Academy to the state of MN as a whole.

Excell Academy	Count whose reading achievement level improved	Count tested	Percent of Students whose achievement level improved	Percent of Students whose achievement level improved, State of MN
FY21				
FY22	35	129	27.1%	20.2%
FY23	39	194	20.1%	18.0%
FY24	42	212	19.8%	19.1%
Aggregate	74	323	22.3%	19.1%

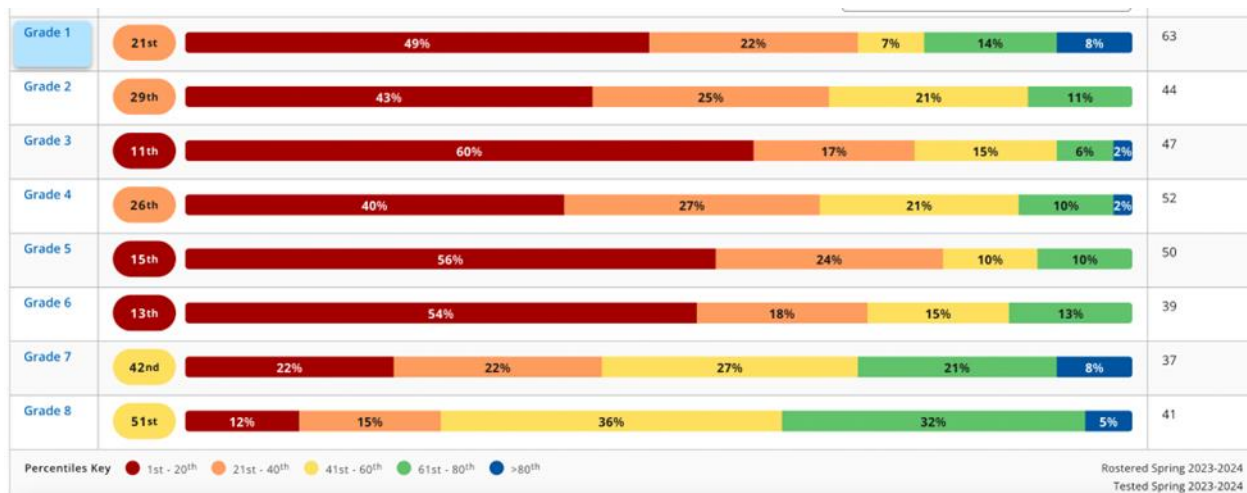
Excell Academy	Count whose reading achievement level decreased or stayed "does not meet standards"	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased	Percent of Students whose achievement level stayed "does not meet" or decreased, State of MN
FY21				
FY22	58	129	45.0%	36.8%
FY23	106	194	54.6%	40.0%
FY24	124	212	58.5%	39.0%
Aggregate	164	323	52.7%	38.6%

Measure 3.5, NWEA or FAST Assessment: From FY19 to FY23, the aggregate percentage of students in grades K-8 who meet their fall to spring NWEA RIT expected growth target or FAST Spring Benchmark will be at least 60%. Performance required to meet target: The aggregate percentage is at least 60%.

Excell increased the number of students meeting reading growth targets on the NWEA MAP tests in Reading from 22.8% in 2020-21, to 51.1% in 2021-2022 and 51.3% in 2022-23. While Excell fell in 2023-2024 to 44.96% and did not hit the goal of 60%, given the continuing significant after-effects of Covid-19 related disruptions to learning, it shows the school making progress on this goal over the past three school years. It also shows that as grade levels impacted by Covid progress through the years, there is a clear negative impact that continues.

Excell Academy	Number of Students who meet their NWEA/ RIT expected growth	Total Number of Students	Percentage of Students who met Expected Growth Target
FY19	174	294	59.2%
FY20			
FY21*	51	224	22.8%
FY22	157	307	51.1%
FY23	154	300	51.3%
FY24	156	347	45.0%
Aggregate	692	1472	45.9%

This is especially evident in grades 3 through 6 as represented in this graph showing achievement levels in the Spring of 2024:



Indicator 4: Math Growth

School Goal: Over the period of the contract, students at Excell will demonstrate growth in math as measured by state accountability tests and nationally normed assessments. **WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure, Career and College Ready

Measure 4.1: From FY19 to FY23, the average growth z-score for all students on state accountability tests will be equal to or greater than 0.00. Performance required to meet target: The average growth z-score is equal to or greater than 0.00.

Measure 4.2: From FY19 to FY23, the aggregate percentage of students who achieve a positive z-score on state accountability tests will be greater than 50.0%. Performance required to meet target: The aggregate percentage is greater than 50.0%.

Measures 4.1 and 4.2 are no longer applicable; MDE discontinued the reporting of z-scores in 2019.

Measures 4.3, 4.4: North Star Academic Progress

These two measures look at the number and percentage of students whose MCA results in Mathematics improved from the previous test season to the currently-reported year, comparing Excell Academy to the state of MN as a whole.

Excell Academy	Count whose math achievement level improved	Count tested	Percent of Students whose achievement level improved	Percent of Students whose achievement level improved, state of MN
FY21				
FY22	24	120	20.0%	18.2%
FY23	20	191	10.5%	14.8%
FY24	23	209	11.0%	14.2%
Aggregate	44	311	13.8%	15.7%

Excell Academy	Count whose math achievement level decreased or stayed "does not meet standards"	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased	Percent of Students whose achievement level stayed "does not meet" or decreased, state of MN
FY21				
FY22	82	120	68.3%	40.0%
FY23	148	191	77.5%	43.6%
FY24	161	209	77.0%	43.6%
Aggregate	230	311	74.3%	42.4%

Measure 4.5, NWEA or FAST Assessment: From FY19 to FY23, the aggregate percentage of students in grades K-8 who meet their fall to spring NWEA RIT expected growth target or FAST Spring Benchmark will be at least 60%. Performance required to meet target: The aggregate percentage is at least 60%.

Excell increased the number of students meeting growth targets on the NWEA MAP tests in Mathematics from 17.5% in 2020-21, to 51.5% in 2021-2022 and 52.3% in 2022-23. It fell slightly to 47.86% in 2023-2024. Despite not making the goal of 60% the growth data shows the school making progress on this goal over the past three school years despite the ongoing challenges of Covid learning loss.

Excell Academy	Number of Students who meet their NWEA/ RIT expected growth	Total Number of Students	Percentage of Students who met Expected Target Growth
FY19	179	297	60.3%
FY20			
FY21	31	177	17.5%
FY22	135	262	51.5%
FY23	160	306	52.3%
FY24	158	351	45.0%
Aggregate	663	1393	45.3%

Indicator 5: Reading Proficiency

School Goal: Over the period of the contract, students at Excell will demonstrate proficiency in reading as measured by state accountability tests. **WBWF Goal Areas Addressed by this Goal:** Achievement Gap Closure, Career and College Ready

Indicator 5 includes 10 measures based on different comparisons of students’ aggregate proficiency on the MCA/MTAS assessments in Reading, with comparisons of various subgroups to the state or to the resident district (ISD 286 – Brooklyn Center). As noted above, impacts of the Covid 19 pandemic on our students was significant and negatively impacted both growth and proficiency in all subjects. This was particularly evident on the 2023 and 2024 Minnesota Comprehensive Assessment Reading test results.

Reading MCA/MTAS Year	Does Not Meet	Partially + (all students that partially meet or higher)	Proficient (Meets + Exceeds)
2019	28.0%	72.1%	49.8%
2021	54.9%	45.1%	23.8%
2022	49.6%	50.5%	28.1%
2023	58.0%	42.0%	24.0%
2024	59.0%	41.0%	22.6%

Indicator 6: Math Proficiency

School Goal: *Over the period of the contract, students at Excell will demonstrate proficiency in math as measured by state accountability tests. **WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure, Career and College Ready***

Indicator 6 includes eight measures based on different comparisons of students' aggregate proficiency on the MCA/MTAS assessments in Mathematics, with comparisons of various subgroups to the state or to the resident district. While comparison data and "aggregate proficiency index" measures are not included here, we are able to report MCA/MTAS results.

As in Reading, the comparison from 2019 to 2024 shows the significant impact of Covid 19 on student learning.

Mathematics MCA/MTAS Year	Does Not Meet	Partially + (all students that partially meet or higher)	Proficient (Meets + Exceeds)
2019	35.5%	64.4%	37.4%
2021	78.8%	21.2%	1.3%
2022	72.4%	27.5%	6.2%
2023	78.0%	21.9%	5.5%
2024	74.3%	25.7%	7.6%

Indicator 7: Science Proficiency (and Growth)

School Goal: *Over the period of the contract, students at Excell will demonstrate proficiency in science as measured by state accountability tests and growth in science as measured by nationally normed assessments*

Indicator 7 includes four measures based on different comparisons of students' aggregate proficiency on the MCA/MTAS assessments in Science, with comparisons of various subgroups to the state or to the resident district; and a fifth measure referencing the aggregate percentage of students in grades 4-8 who meet fall to spring NWEA expected growth targets on the Science MAP. Here we report Excell Academy's science proficiency data in terms of MCA results from the past five years, then science growth results based on NWEA MAP data from 2023-24.

Science Proficiency

Excell Academy's 5th and 8th Grade students have continued taking the Science MCA after missing significant science instruction time during the pandemic. Lost instruction time remains an

issue with regard to this assessment (even more than the Reading and Math MCA's) due to multiple years' Science content being covered on the assessment.

Science MCA/MTAS Overview	Does Not Meet	Partially + (all students that partially meet or higher)	Proficient (Meets + Exceeds)
2019: 5 th Grade	46.8%	36.2%	17.0%
2019: 8 th Grade	52.0%	40.0%	8.0%
2021: 5 th Grade	72.0%	12.0%	16.0%
2021: 8 th Grade	62.5%	37.5%	-
2022: 5 th Grade	67.6%	23.5%	8.8%
2022: 8 th Grade	55.2%	44.8%	0%
2023: 5 th Grade	75.0%	25.0%	15.0%
2023: 8 th Grade	69.2%	30.8%	15.4%
2024: 5 th Grade	75.5%	24.5%	6.1%
2024: 8 th Grade	41.9%	58.1%	4.7%

Science Growth (Measure 7.5)

Strong growth numbers in Science, especially in the middle school grades where students receive daily science instruction, shows that Excell's students are growing towards greater proficiency.

Excell Academy	Number of Students who meet their NWEA/ RIT expected growth	Total Number of Students	Percentage of Students who met Expected Growth Target
FY19	99	152	65.1%
FY20			
FY21			
FY22	74	131	56.5%
FY23	79	153	51.6%
FY24	79	209	37.8%
Aggregate	331	436	52.8%

A comparison between Excell Academy's 4th-5th grade MAP Growth scores and the 6th-8th grade results, where over half of the students met their growth targets, show the relative strength of the school's middle school science program.

Grade Level	Number of Students Meeting their Growth Target	Total Number of Students	Percentage of Students who met Growth Targets
4th-5th Grade	18	99	18.2%
6th-8th Grade	61	110	55.5%

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

School Goal: *Over the period of the contract, preschool students enrolled at Excell will demonstrate readiness for kindergarten as measured by the Developmental Milestones assessment tool*

Measure 8.1: *From FY19 to FY24, the aggregate percentage of students enrolled by October 1 in preschool and entering kindergarten will achieve kindergarten readiness standards as measured by the Developmental Milestones assessment tool³ will be at least 80%. Performance required to meet target: The aggregate percentage is at least 80%.*

In 2023-24, Excell Academy, following the State of Minnesota’s Kindergarten Readiness Standards, analyzed data on 35 pre-K students. This analysis showed 31 of the students, or 88.6%, achieving the standards by spring. The table below shows results on this measure for the past three years and with data from 2018-19, the last year prior to the COVID pandemic, included for comparison.

Excell Academy	Number of students who achieve Kindergarten Readiness Standards	Total Number of Students	Percentage of Students who achieve Kindergarten Readiness Standards
FY19	30	37	81.1%
FY20			
FY21			
FY22	36	36	100.0%
FY23	32	40	80.0%
FY24	31	35	88.6%
Aggregate	129	148	87.4%

Indicator 9: Post-Secondary Readiness (not applicable, for a K-8 school)

³ The Developmental Milestones tool is no longer supported by the state; the current expectation is for teachers to rate students in terms of their developmental progress, with reference to the Teaching Strategies Observational Assessment Tool (see <https://teachingstrategies.com/product/gold/>).

Indicator 10: Attendance

School Goal: *Over the period of the contract, students at Excell will attend the school at high rates*

Measure 10.1: *From FY19 to FY23 the average of the school's annual consistent attendance rates will be equal to or greater than the state. Performance required to meet target: The average of the school's annual attendance rates is equal to the state.*

Excell Academy's consistent attendance rate for 2023-24 was 74.5%, as reported above, in the Student Attendance, Attrition & Mobility section: Of a total of 443 K-8 students enrolled at least 50% of the school year, 330 or 74.5% attended at least 90% of the days enrolled. This is a slight decrease from the previous year.

Statewide consistent attendance rate reported for 2022-23 was 74.5% (2023-24 school year data is not yet available through the MN Report Card webpage, as of October 2024).



VIII. Educational Effectiveness Practices

The school's process to assess and evaluate each student's progress toward meeting state and local academic standards

Students' progress is measured via review of MAP Growth assessments (normally given three times/year to all grades 1-8 students); fluency screening via Curriculum Based Measures (CBM) in grades 1-6; progress monitoring for groups receiving interventions; and FAST for early reading/early literacy in grades K-1. Formative Assessment practices are standards based. Grades 1-5 use FAST for reading fluency measures, and to some extent numeracy as well; early numeracy / math fluency assessments are used and data reviewed for grades up to grade 5, and in some cases for middle school students who are behind, as well.

The presence of the PLC Lead Teachers on the Instructional Leadership Team (ILT) allows for consistent communication to teaching staff and provides an avenue for feedback from teaching staff to the ILT. The ILT's work has led to the development and implementation of standards based common assessments. Teachers are now able to give students a weekly assessment that demonstrates the benchmark proficiency levels of their class. Weekly data meetings, with the Executive Director, Academic Dean, and Research and Evaluation Coordinator, provide an opportunity for grade level teams to analyze data and make necessary instructional changes.

Excell Academy is pursuing the MTSS (Multi-Tiered System of Support) model as an all-hands-on-deck, comprehensive system of data and instruction. Universal screening data is gathered in

reading, math, and social / emotional / academic behaviors to identify needed interventions. Beginning with classroom wide (Tier 1) interventions, small group and targeted interventions (Tier 2) is utilized to support students identified as still falling below benchmarks. Tier 3 intensive interventions follow if further support is still needed.

The school's process for disaggregating data by student group in order to assess the school's educational effectiveness in relation to these groups

Most of Excell Academy's students, over 90%, fall into the Black and Free/Reduced-eligible subgroups. There is, however, a subgroup of English Learners, consisting of 74 students or 15% of the student body as of fall 2023 (see English Learner Programming in the Educational Approach & Curriculum section above for details on Excell Academy's strategies for serving this population). Excell Academy's academic leadership looks at MCA data disaggregated by groups, and the ALD team has specific goals for their students.

The school's process for evaluating equitable outcomes for students and how the school is addressing gaps, if evident

Periodic review of curricula and ongoing review of the efficacy of instruction is carried out on an ongoing basis. For instance, during 2023-24 Excell Academy carried out a process led by the Instructional Coaches to identify a better English Language Arts curriculum, resulting in the selection of Amplify curricula for all grades K-8 - *See narrative in above in above section V, Educational Approach & Curriculum.*

The school's process to assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15.

As noted in Section V above, Excell Academy's use of assessments and its overall instructional leadership approach are designed to support the instructional program and curriculum and also provide for remediation and acceleration. In the fall of each academic year, all students except Kindergartners are given the Northwest Evaluation Association's MAP Assessments in Reading, Math and Science. These tests help to identify students that are below, on-level or above grade level in order to determine what interventions or enrichment each student needs.

During 2023-24 Excell Academy piloted What I Need Time, a strategy for customizing instruction to fit individual students' needs, in grade 5, and made the decision to implement this for all grades K-8 beginning fall 2024.

The school's process for reviewing and evaluating the strengths and weaknesses of instruction in pursuit of student and school success.

The school's process for reviewing and evaluating the strengths and weaknesses of curriculum affecting students' progress and growth toward career and college readiness

The school's system for periodically reviewing and evaluating the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5.

Excell Academy's process for reviewing instruction and curriculum are described above, in Section V, the subsections headed *Key Pedagogical Approaches and Alignment to School Mission*; and, *Overall Instructional Program and Curricula; Remediation and Acceleration*.

In addition, the school's Assessment Coordinator provided the following summary of practices emphasized during 2023-24 in particular, to ensure quality curriculum and effective instruction:

- High quality teaching through the McREL Framework and LETRS Science of Reading based instruction
- Anti-racist practices are being implemented through the A.I.M. format classes structured around Affirmation, Information and Motivation!
- Racially Conscious Collaborative Cohort in 2023-2024, led by five teaching and admin. staff
- -Culturally responsive tools for the Amplify curriculum adopted during the 2023-2024 school year for implementation of the 2024-2025 school year (see <https://amplify.com/amplify-crse-support-resources/>)
- Excell Academy has a Diversity, Equity and Inclusion Coordinator who specializes in developing student leaders and helping teachers to successfully engage all learners, including coaching teachers to be culturally responsive

Specific information on strategies for improving instruction, curriculum and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners.

To support the academic achievement of English Learners, approximately 15% of the student body, Excell Academy has established an Academic Language Development (ALD) team, to focus on helping English Learners and supporting the acquisition of academic language for all students. Excell Academy's ALD teachers co-teach with classroom teachers in order to support most English Learner students in mainstream classrooms, while a small number who require more intensive support receive pull-out services.

Education effectiveness practices that integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining

As described above (see especially, introduction to *Educational Approach & Curriculum* section), Excell Academy strives to ensure the effective implementation of standards-based instruction and common assessments. Excell Academy has an Instructional Leadership Team (ILT) made up of highly qualified and experienced staff members representing every department of the school and including Professional Learning Community (PLC) Lead Teachers. The ILT guides the work of the school as it seeks to ensure the implementation of evidence-based instruction, collaboration, and coordination of student and staff support systems.

Excell Academy's Director of Equity and Inclusion, who also serves as the leader of the school's Community of Care Team (CCT) leads the school's effort to ensure practices are antiracist and culturally sustaining.

Excell Academy has sought to integrate high quality teaching practices with antiracist and culturally sustaining practices. In 2023-2024 Excell Academy along with the Racially Conscious Collaborative formed a cohort of teachers that explored practices of antiracist teaching, conducted peer observations and collaborated around ways to successfully engage all students. In 2023-2024 PLCs also worked on implementing the McREL New Classroom Instruction that Works practices including curiosity hooks, Learning Objectives and feedback. This framework has been developed with research based on diverse student populations.

Excell Academy continues to update its technology systems to support its students, with learning as of 2022-23 again 100% in-person. Excell's Technology Coordinator provided the following update, as of June 2023:

Excell has continued to provide a 1 to 1 device program for our families, ensuring each child has access to needed learning tools at home and at school. Instructional staff are always trying new resources to help our students better learn and become comfortable in this current generation, including the continued use of online learning systems that are catered to teachers and student's accessibility methods and preferences. Daily instruction using classroom technology is integrated into most classrooms. In order to manage the increased distractions that come along with technology use in the class, LanSchool has been acquired. Teachers are also continuing to utilize other resources including overhead projectors, Promethean smart boards, document cameras, etc. in order to amplify the instruction taking place in their classrooms.

Education effectiveness practices that ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees.

Excell Academy was founded to promote equitable educational outcomes, and has implemented educational programs designed to ensure equitable outcomes, by providing a high quality education program to historically-disadvantaged populations. Whatever the challenges the school community may face, school leadership reviews data at the conclusion of each school year and revises approaches based on observed outcomes. Since the years that were directly impacted by the COVID pandemic and shift to distance learning, Excell Academy has continued

to focus on the basics of academic instruction while continuing to support students' social and emotional needs. To this end, the Community of Care Team, established as part of the school's response to the pandemic and shift to distance learning, has continued to operate, seeking to coordinate the school's efforts to support students' social and emotional well-being.

Education effectiveness practices that provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness.

Excell Academy strives to implement education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness. Approaches in place include McREL, Formative Assessment, Science of Reading, and the Groves Literacy Partnership, described elsewhere in this report.

Excell Academy seeks to recruit and retain a qualified and racially, ethnically diverse staff. Excell Academy ensures its students access to diverse teachers. Practices stated in previous reporting remain in place:

- At Excell we make every effort to recruit a diverse body of educators. We have several licensed and classroom teachers that represent diverse backgrounds. In addition to this we have several educators including paraprofessionals from diverse backgrounds that represent our student body.
- At Excell we encourage quality paraprofessionals to consider the field of teaching and have some currently enrolled in licensure programs.

Excell Academy's teacher equity data will continue to be publicly reported. The state of Minnesota's *Race/Ethnicity of Licensed Staff and Students* data for 2022-23, in the Minnesota Report Card (the most recent data available, as of October 2024) shows that Excell Academy's licensed staff are 37.4% African American, as were 92% of students. Of all licensed staff at Excell Academy, 43.5% were people of color. This compares with only 6.0% of licensed staff statewide, who were identified as people of color.

The school's process for examining the equitable distribution of experienced and qualified teachers using data, including how the school uses this data to set forth strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers

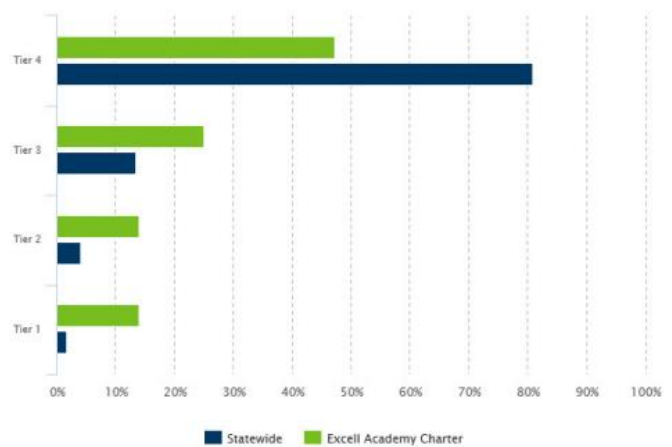
Excell Academy has a number of practices in place to ensure its students equitable access to experienced, effective, and in-field teachers:

- Excell Academy's student population has a very high percentage of Black Students and Students receiving Free and Reduced-Price lunch.

- In addition to this, the school has a significant English Learner population. All the teachers in the Academic Language Development dept. (working with EL students) are licensed in their area and are effective teachers based on Excell Academy’s Teacher Development and Evaluation program.
- For these reasons Excell Academy has no internal gaps with respect to access to high-quality effective teachers. Excell Academy makes every effort to recruit, train and retain high-quality teachers who are licensed in their teaching area. The school provides robust job embedded professional development offered through PLCs that raises the quality of our teachers as well. Low turnover rates have resulted in consistent high-quality instruction throughout the school and for all students.
- All teachers are appropriately licensed. From the 2023-24 school year to fall 2024, Excell Academy retained 31 of 45 licensed teachers, or 69%. This is slightly lower compared to the previous year when retention, from spring 2023 to the beginning of the 2023-24 school year, was 76%.

Minnesota Report Card data no longer directly reports percentage of licensed educators teaching in the area(s) in which they are licensed, the percentage of educators with advanced degrees (a master’s degree or more), and the percentage of racially and ethnically diverse teachers but rather reports teacher licensure status, i.e. the fraction of licensed educators at the four tiers of Minnesota’s current licensure system. As of the most recent year reported, about half of Excell Academy’s teachers are at Tier 4, and one-fourth at Tier 3:

2023 Teacher Licensure



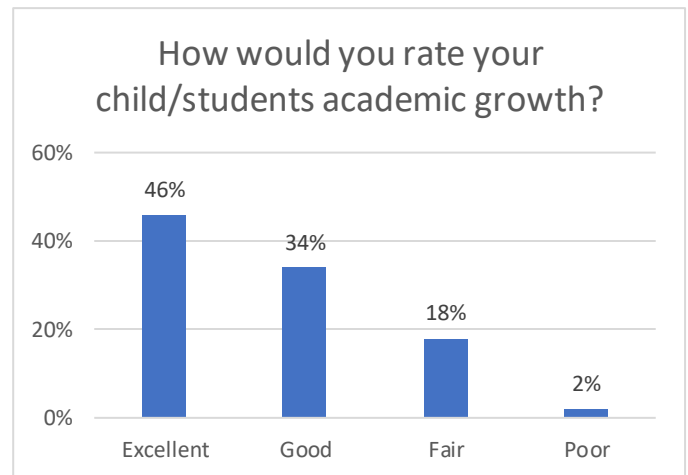
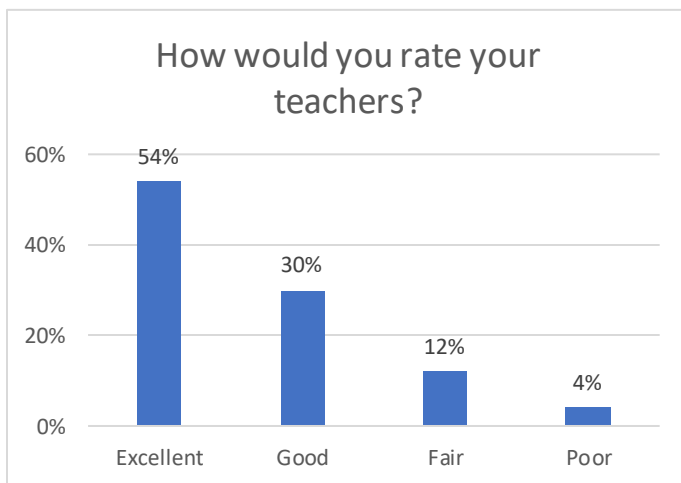
Tiers		Statewide	Excell Academy Charter
Tier 4	Count	48133	17
	Percent	80.8%	47.2%
Tier 3	Count	7979	9
	Percent	13.4%	25.0%
Tier 2	Count	2459	5
	Percent	4.1%	13.9%
Tier 1	Count	1037	5
	Percent	1.7%	13.9%

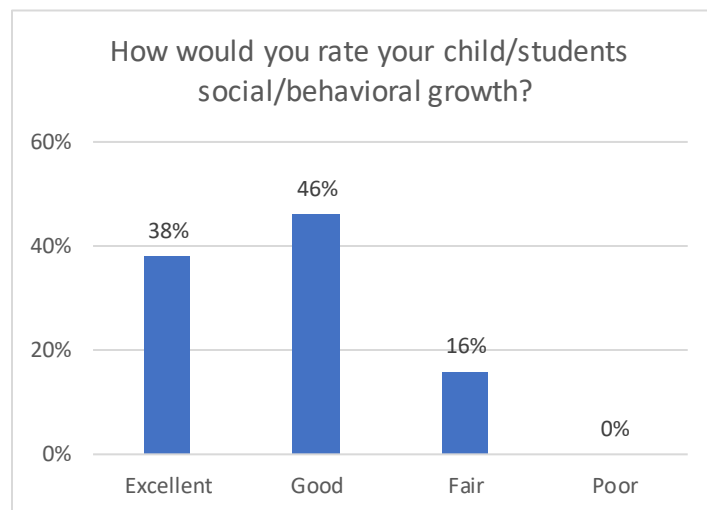
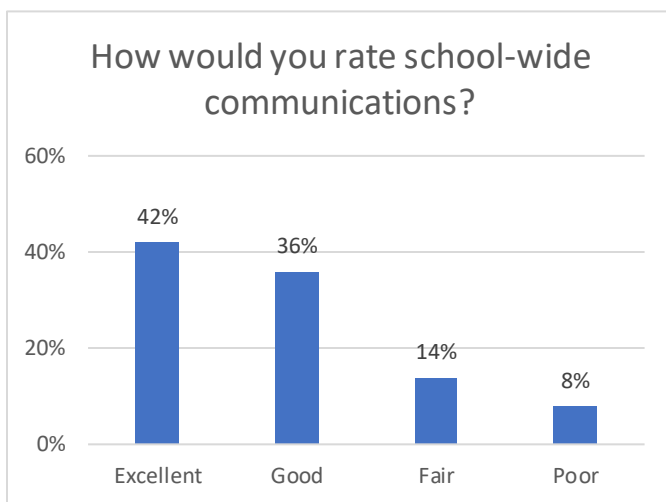
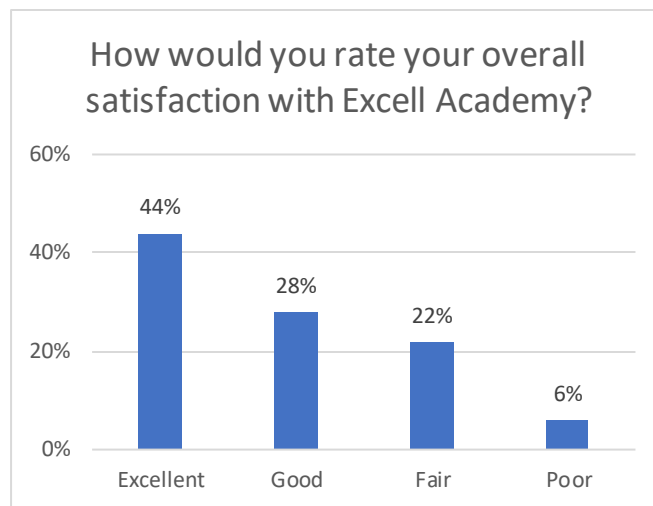
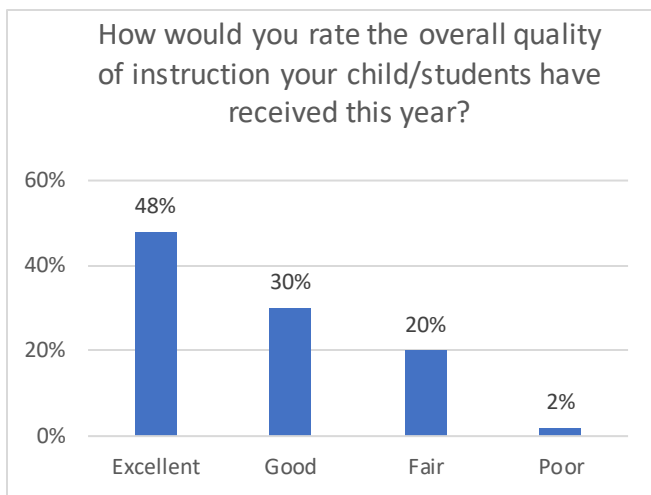


IX. Student & Parent Satisfaction

Student, parent and staff feedback is very important to the life and culture of Excell Academy. Student, staff and parent surveys have been utilized to monitor stakeholder (student, parent, and staff) satisfaction.

Excell Academy asked its parents to respond to a Parent Satisfaction Survey in June 2024, on which they were asked to rate several aspects of the school's operations. A total of 50 parents completed the survey; their responses to selected survey questions with defined responses were as reported in the graphs shown below.





Parents' responses indicate a high level of satisfaction with the school. In addition to the closed-response items, the survey included one open-ended item, on which parents were asked, *What suggestion do you have for Excell Academy to improve?* There were 20 comments in response to this item. Several of these comments dealt with communication; examples include – *the teachers need to communicate more with the parents about when something happens in the school versus the students coming home saying what happened, and school officials need to have more communication skills, understanding with more compassion towards students and families.* There were also a number of comments criticizing school staff or elements of the program, for example – *My biggest suggestion is to not put the same people in leadership roles when they show time and time again they don't have the skills to be in those roles; and, Too many kids and that's taking away from the kids with IEPs....either less students or more teachers.* Finally, there were several comments indicating dissatisfaction with the quality of food at the school.

Excell Academy also conducted a survey of students at the end of the 2022-23 school year, but students were not surveyed during 2023-24.



X. Environmental Education

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

Excell Academy's coordinator for environmental education provided this update on the school's approach to EE, as of early fall 2024, noting successes and challenges, and commenting on future strategic directions:

Excell Academy takes a whole-school approach to implementing Environmental Education into academic instruction. Indicator areas are separated based on grade level; Indicator Area 1 - PreK through 1st, Indicator Area 2 - 2nd and 3rd, Indicator Area 3 - 4th and 5th, Indicator Area 4 - 6th and 7th, Indicator Area 5 - 8th. Beginning in 2023-24, Indicator Area 5 was opened up to all grades by planning scheduled times for classes to take part in environmental cleanup. This entailed classes going out for 30 - 45 minutes at a time and cleaning up around the school as well as the surrounding area(s). The indicator areas are fulfilled in various ways that enrich student learning in regards to Environmental Education. They have varying instruction, differentiated assessment, and foster growth through different models of meeting Learning Objectives. There is a large focus on environmental awareness; posing questions, searching for answers, and incorporating solutions.

Progress towards each goal is measured by percent completion and percent meeting proficiency. For example, third grade students will draw and label a landscape of their natural environment and student work will be displayed around Excell Academy. Completion of landscapes is logged via our tracking sheet and the percentage meeting proficient is graded based on rubrics designed by teaching staff, and then logged into the same tracking sheet.

Excell academy has struggled in the past because of our students' access to robust resources that allow for Environmental Education to flourish. The school is also located in an area that makes access to the natural environment a bit more difficult. We have access to our playground and the field behind the school, however it is difficult to foster curiosity towards Minnesota's natural environment with limited resources. We struggle with finding ways to use the spaces we have without getting repetitive. Engagement outside of school can be difficult for numerous reasons, ranging from home settings that prevent students from being able to leave their space to having limited access to support from adults other than their teachers.

The SEED coordinator is consistently trying to engage staff and students in a way that promotes EE growth for our school, its community, and our stakeholders. For 2024-25, Excell Academy will be pushing to bring light to environmental awareness through projects, assignments, and activities that will include family and community members. This will help bring a deeper awareness to the community that Excell Academy serves. Many of our students are unaware of the environmental impact humans have on our environment. A short PD session was run at the beginning of this year (week of August 26, 2024) to bring attention to the importance of Excell educators completing their tasks. This year the SEED coordinator will have bi monthly check-ins with instructional staff to ensure that EE is incorporated into all lessons, not just lessons specific to each indicator area. This will help students understand that our natural environment is part of everything, not just a part of some interactions humans have with the natural world.

XI. Governance & Management

BOARD OF DIRECTORS

Current Excell Academy Board information is posted online at <http://www.excellacademy.dreamhosters.com/about/board-of-directors/>. Excell Academy complies with applicable laws, rules, regulations, and provisions of the charter contract and school bylaws relating to:

- **School board composition:** Excell Academy's Board is composed of five community members, two teachers, and one parent (currently operating with only three community members).
- **Board governance:** Excell Academy has adopted and actively uses the Carver model of policy governance. All members have been trained in policy governance at the board orientation.
- **Board training:** Excell Academy board members are trained in three areas: Board Governance, Financial matters, and Employment matters. Board members receive additional training in other specific areas as those opportunities arise as well as annual development.
- **Conducting board meetings**

- Excell Academy uses Robert's Rules for conducting board meetings and are compliant with Minnesota's Open Meeting Law.
- All materials (i.e. Minutes, Financials, etc.) are sent to board members for review at least 7-10 days prior to the board meeting.
- **Policy:** Excell Academy's board of directors has established policies in the areas of Results, Board Operations, Relationship of Board to Director, and Executive Limitations. Specific policies are reviewed for compliance at each monthly board meeting. In addition, our policy review committee annually reviews and revises the policies as needed. Excell Academy's Results policies have been aligned with our charter contract goals
- **Data:** Excell Academy's board of directors receives regular financial and educational data for review. In addition, the board of directors is given organizational documents for review and approval prior to the established deadlines (i.e. budget, annual report, audit, etc.).

Excell Academy Board of Directors Roster for 2023-24:

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Trevva Evans	Member	Parent	5/2022	7/2022	7/2025	trevvaevans@excellacademy.org
Kula Giddings	Member	Teacher	1/2023 ⁴	3/2023	3/2025	kulagiddings@excellacademy.org
Edna Granger	Chair	Community	5/2018	7/2022	7/2025	ednagranger@excellacademy.org
Rahshana Isuk	Member	Community	1/2024	1/2024	7/2025	rahshanaisuk@excellacademy.org
Monica McGill	Secretary	Parent	5/2017	7/2020	7/2024	mmcgill@excellacademy.org
Casey Morrissette	Treasurer	Community	7/2020	7/2020	7/2024	caseymorrissette@excellacademy.org
Oliver Spraggins	Vice Chair	Community	5/2018	7/2018	7/2025	oliverspraggins@excellacademy.org

Excell Academy's Board met throughout the 2023-24 school year, in every month except November and December, including one special board meeting, in August, continuing with remote meetings throughout the year.

Excell Academy is committed to having a confident, prepared, and trained board of directors. Each member has or will receive multiple training opportunities. In addition to the state-mandated training, members have attended a wide variety of board-specific training.

⁴ Appointed to the Board of Directors at its January 2023 meeting, to fill the vacant teacher position on the Board.

Board Training

New members, of whom there was one joining the board during 2023-24, are provided training from the authorizer, either in person or via video-recordings of trainings in the three required areas of Board Roles and Responsibilities; Employment Policies and Practices; and Financial Management. Revised training requirements for charter school boards, which came into effect July 1, 2024, will be addressed before the end of the 2024-25 school year.

Board training for 2023-24 was provided at the Excell Academy annual Board Retreat on July 19-20, 2024. This training addressed:

- Financial Oversight & Use of Public Funds Training - Training was led by Sabrina Williams with information from Osprey Wilds Sounding Board.
- Board Governance Policies Review Trainings:
 - What Boards Need to Know About Charter School Board Roles & Responsibilities
 - What Charter School Boards Need to Know About Employment Law
 - What Boards Need to Know about Financial Management Pt. 1

The Governance Policy Review Trainings were video trainings from Osprey Wilds. All Board members except Edna Granger attended the Board Retreat.

MANAGEMENT

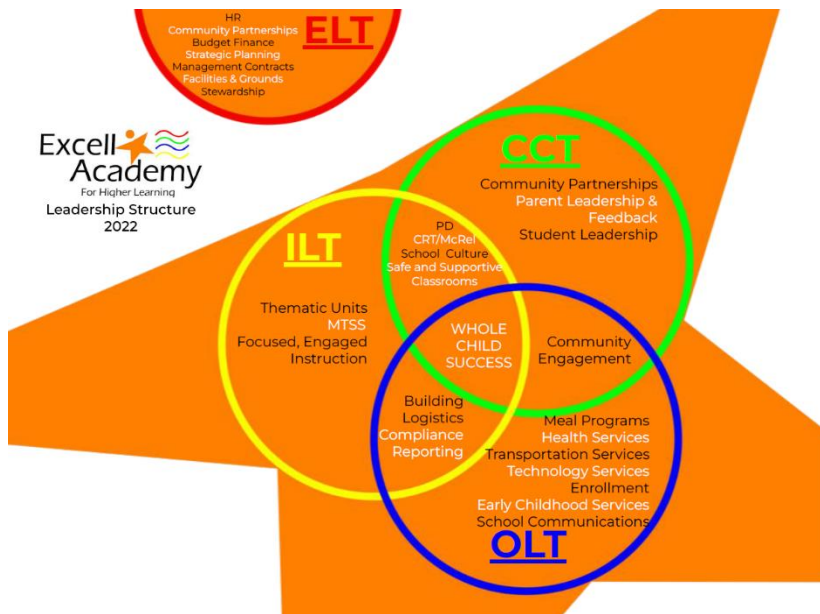
Excell Academy's management is first accountable to the Minnesota Department of Education to fulfill its charter of educating students based on the state's approved and / required statutory purposes (see approved charter and/or contract with authorizer Osprey Wilds Environmental Learning Center).

Second, Excell Academy's Board of Directors are accountable to our state approved authorizer, Osprey Wilds Environmental Learning Center (OW) to fulfill the legal contract of included statutory purposes, agreed upon goals, and all other agreements and fiscal and legal requirements to operate a successful and sustainable public charter school. In addition, Excell Academy is also accountable to our Families and Students as these are our clients and it is our responsibility to service their educational needs by fulfilling our authentic promise in our mission.

Third, Excell Academy's Executive Director / CEO is held accountable by the academy's Board of Directors. The BOD has set policies that include executive limitations that the Executive Director/CEO is accountable for and monitored via Internal Monitoring Reports (IMR) at monthly board meetings.

Excell Academy's Executive Director/CEO adopted a Shared Leadership Model which she has expanded into four leadership teams: the Executive Leadership Team (ELT), Instructional Leadership Team (ILT), Community of Care Team (CCT), and the Operations Leadership Team (OLT). See the below graphic.

These leadership teams collaborate with each other and the CEO by sharing school academic and social programming, school operations, and business management responsibilities. Members of the ELT include the Executive Director/CEO, the Associate School Director, the Facilities/Transportation, and the onsite Business Administrator / Manager &



Director of Human Resources. The ILT shares the responsibility of academic duties, namely the instructional leadership responsibilities of a school principal; the CCT shares responsibilities for the social-emotional support for the students and student and staff culture; while the OLT shares the responsibilities of the daily operations of the school, including all non-academic programming.

The implementation and management of these leadership teams have proven to be very successful. The implementation of Excell’s Shared Leadership Model has been key to the transformation of school culture, allowing the implementation of strategies with fidelity and staff buy-in. This system of leadership is increasing effective school-wide communication, improving academic instruction and data tracking, as well as supporting the social-emotional and mental health needs of students, families, and staff.

ADMINISTRATOR QUALIFICATIONS

Sabrina R. Williams, Founder and Executive Director

Fiscal Management - Sabrina has been responsible for the management of the academy’s finances for the past 24 years, including during the academy’s pre-operational year where she obtained and managed state and federal start-up grants. Sabrina has learned how to effectively communicate and collaborate with financial management vendors (accounting firms and auditors) keeping in mind the uniqueness and intricacies of the Minnesota charter schools finance systems. Sabrina has been trained in all of MDE’s charter school finance systems as well as a plethora of non-profit financial management best practices, topics and systems. Excell Academy has annually earned the “School Finance Award” for fiscal performance from the MN Department of Education since 2008.

Education - Sabrina is well qualified as a Chief Executive Officer and organizational leader. She has over 12 years of public and private professional classroom instructional experience as well as

over 24 years of Educational Leadership Administration and Instructional Leadership experience including performing District, Principal, and Superintendent responsibilities and duties as the Chief Education Officer and Executive Director of Excell Academy. Sabrina has earned two Bachelor of Science degrees, Master's Degrees in Curriculum and Instruction, as well as Gifted, Creative and Talented Education, Certified in Nonprofit & Educational Leadership and Management, NISL Principal's Academy - University of MN Certification, Executive Leadership Institute Certification - University of St. Thomas, MN Policy Fellowship, Advanced National Educational Policy Fellowship, the MN Association of Charter Schools Leadership Award, and has earned a plethora of additional educational and leadership certifications, awards, and recognitions.

Curriculum and Instruction - Sabrina holds master's Degrees in Curriculum and Instruction and Gifted, Creative and Talented Education from the University of St. Thomas, and certified as a McREL Classroom Instruction that Works (CITW) facilitator. She has over 35 years of experience in curriculum and instruction design, development, implementation, and leadership. Sabrina mentored licensed educators in St. Paul Public Schools in curriculum and instruction development and implementation as well as worked on collaborative teams of educators to write curriculum for the St. Paul Public School District. Sabrina has been instrumental in sharing leadership of Excell Academy's Instructional Leadership Team (ILT) in researching, creating, designing, developing and implementing evidence-based curriculum and instructional practices school-wide. As a result, Excell Academy's student achievement at Excell Academy has grown significantly pre-pandemic, as well as strategically addressing pandemic learning loss for regaining growth. Since 2020, the Minnesota Department of Education has awarded Excell Academy "High Quality Charter School" status. We are proud that our students traditionally outperform other schools with similar demographics across Minnesota.

School and non-profit management - Sabrina founded, planned, organized and developed Excell Academy for Higher Learning, Inc. She wrote the business plan and Excell's first charter which was approved by the former Minnesota Department of Families & Learning in 1999. Sabrina has led and managed the non-profit business and operations of Excell Academy as well as the academic / instructional leadership since its pre-operational years. 11 years ago, Sabrina restructured the management and leadership of Excell Academy and implemented an evidenced-based Shared Leadership model which has brought much progress, growth, and success to the entire organization, especially to Excell's students and staff. Excell is blessed with strong, dedicated employees and long tenure of a significant portion of our faculty and staff.

Other Experiences and Recognitions - Sabrina was instrumental in co-founding and developing the first Minnesota Charter Schools Athletic League in 2005 and co-founded the Minnesota Charter Leaders of Color Collaborative. Sabrina is a participant and recipient of the Minnesota Educational Policy Fellowship, the National Advanced Education Policy Fellowship Program; she is certified with the University of St. Thomas Executive Director Leadership Institute, completed the University of Minnesota Principals' Academy, awarded the Cambridge Who's Who in Education Administration three years, and a plethora of administration, leadership, and community awards, certifications, and recognitions. Most recently Sabrina was nominated and awarded the Marquis Who's Who International Humanitarian Award for 2022-2023, the

Minnesota Charter School Leader of the Year Award for 2022, and was inducted as a Senior Fellow of the MN Education Policy Program in 2024.

Executive Director / CEO Role Responsibilities

The primary objective of the CEO is to uphold the school's mission and advance its goals, with total commitment to Excell Academy's Board Policies⁵. The CEO serves as the chief spokesperson for Excell Academy and cultivates positive relationships with all of the school's stakeholders.

The CEO is the visionary leader for Excell Academy and functions as the chief executive officer with oversight for long-term and short-term strategic decisions focused on:

- *Visionary and Inspirational Leadership*
- *Academic Leadership, Accountability, and Outcomes*
- *Fiscal Leadership, Accountability and Outcomes*
- *Board, Authorizer, Community and Other Stakeholder Relationships*
- *School Culture and Climate*
- *Talent investment and Leadership Development*

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goals/Areas of Focus during the 2023 - 2024 school year:

- Effectively communicate and maintain board vision, policies, mission and direction to staff, families, and community.
- Provide Instructional Leadership to academic staff within a shared leadership model.
- Provide resources, financial support, materials, equipment, clean space, etc. for staff to perform their responsibility of effectively educating our students.
- Create and maintain a safe, quality, professional working and learning environment for all staff, students, families, and community.
- Vision keeper, strategizer, change monitor, and clear communicator.

Specific Professional Development for Chief Education Officer/Executive Director 2023-2024

- 1) - MACS Directors weekly Development sessions
- 2) - Ex. Director quarterly sessions
- 3) - Executive Director Monthly Coaching with Non-Profit Management Coach and Racially Conscious Collaborative (RCC)
- 4) Weekly ELT meetings and Learning sessions
- 5) - "Resilience" leadership Professional Training
- 6) - Professional Fundraising for nonprofits sessions and coaching
- 7) Full Service Community Schools (FSCS) Conference in NY, FSCS Leadership Conference in SC.

⁵ Pursuant to Board Policies IV, the CEO will ensure that all practices, activities, decisions, and organizational circumstances are lawful, prudent, and consistent with commonly accepted school business and professional ethics and practices. (See Section on Board Policies).

- 8) Monthly FSCS Director professional development sessions
- 9) - Advance Education Policy Fellow
- 10) CEO also participated in some of the sessions below:

Leadership Teams

- Five sessions on Racial Diversity, Equity, & Inclusion via the Racially Conscious Collaborative (RCC).
- Culturally Responsive Teaching & Elements of Leadership
- Collaborative Community Building
- Ratvik annual School Law Conference
- School Facilities Training
- McREL Instructional Training
- Summer & Spring leadership retreats
- Univ. MN Culturally Responsive Leadership Cohort
- Online and Blending Learning Options- MDE Webinars
- Infinite Campus training
- MDE Administrator Professional Learning
- Early Childhood Certified Center Trainings
- Fast Track to EdFi onboarding Webinar
- EDFI Webinar 1-8
- Be@School Fall Training
- PikMyKid Planning & Basic Portal Intro Webinar
- Mineral HR Management and Supervisor Trainings; conflict resolution, Bloodborne pathogens, Team building, etc.
- MARSS Reporting Certification
- Maximize Student Recruitment
- Recruitment Targeting Tactics- Five Steps for Success
- School Operations Networking
- 4-Step Guide for Successful Summer Recruitment
- Ed-Fi University
- Build Engaging Social Media Content
- OW Retreat School Leadership Development sessions

Activities Completed/Progress/Results during 2022-24, will continue as appropriate for 24-25:

- Completed University of St. Thomas Teachers of Color Residency Collaborative - four participants completed the program and are now licensed teachers; two more staff are participating in 2024-2025
- Secured Full Service Community School Grant to begin planning phase
- Began phase 1 implementation of of FSCS Grant
- Secured 21st Century Grant for FSCS programming
 - Began implementation FY24
 - Continue 21st Century Before and After School Enrichment, Athletics, and Tutoring

- Secured GYO Early Education Grant for Prek staff education and career development; two preschool teachers participated in going back to school to received early childhood
- Secured the GYO BIPOC Teacher Grant:
 - 3 year grant to provide college ed for people of color within the Excell Community participate in and complete a PELSB approved teacher prep program for licensure.
 - Excel currently has two staff members in school to receive their teacher license via this program.
- Secured MDE Teacher Mentor Grant Collaborative in partnership with Prairie Seeds Academy, Legacy Academy, and Sojourner Truth Academy; completed grant programming which allowed for BIPOC teacher mentorship and development.
- Community Partnerships continue to evolve including DeLaSalle, Blake, and Cristo Rey Jesuit Schools for 8th grade recruitment.
- Continue our current partnerships and expand to support students and families
- Expand community partnerships to compliment Excell’s mission & vision and to provide additional social emotional supports for our students per each learning model;
- Increase “mixed delivery” partners in our Voluntary Pre-Kindergarten Program, where we partner with daycares in the community to serve more preschoolers for kindergarten readiness.
- Additional Community Partnerships include:
 - MN Leaders of Color Collaborative
 - University of St. Thomas Grow Your Own
 - Mighty Fortress Church (Food & Essential Supply Pantry, Community Events & resources)
 - Brooklyn Park Rotary Club
 - Brooklyn Park Lion’s Club
 - Equity Leadership Partnership
 - Centers of School Excellence
 - Parent Aware MN
 - MN Reading and Math Corps
 - Teach for America / Lutheran Brootherhood MN Senior Corps Volunteers
 - Mayor & City of Brooklyn Park
 - Jr. Achievement
 - Mary’s Place
 - Sharing & Caring Hands
 - Godfather’s Pizza
 - Salvation Army
 - Girls Taking Action
 - Boys of Hope
- Under the leadership of the CEO several grants and/or funding sources were applied for:

- FSCS Grant
- 21st Century Grant
- GYO Early Childhood Grant
- Teacher's of Color GYO Grant
- Individual Classroom Grants
- Parent Aware early childhood scholarship grants
- Pathway I & II scholarships
- Stabilization Childcare Grants
- A variety of Federal Grants including, ADSIS, Title I, II, III, IV, several federal sped grants, COVID-19 grants, etc.
- Other Local grants



XII. Staffing

Teachers and staff at Excell Academy for Higher Learning have high expectations for all learners. Excell Academy teachers develop conceptual knowledge and manage the content of the academic curriculum. Teachers plan lessons and develop learning objectives based on declarative and procedural knowledge in order to ensure a clear balance of learning in content and skills. They strive to lead and instruct students to success by ensuring that the students are learning what is being taught through their individual mental processes, such as recalling, recognizing, reflecting, analyzing, evaluating and understanding as well as creative, higher-level and critical thinking.

All of Excell Academy's teachers are licensed (or in a small number of cases have the appropriate variance) and are held to high professional standards for lesson planning, instruction, and assessment. In addition to this, the ILT has a professional development committee that works to identify the most significant professional development needs for the implementation of

research-based instructional strategies. Throughout the contract term, Excell has provided professional development opportunities every Wednesday (PLC's for all teachers), and every Monday (ILT meetings).

Excell Academy's calendar provides for a week of staff orientation and a week of staff development before the beginning of the school year; this is preceded by three days of teacher orientation for new teachers. There are six staff development days during the school year.

Excell Academy's staff during 2023-24, and for 2024-25 as of October 2024, were as listed in the tables below.

2023-24 Licensed Teaching Staff				
Name	File #	License & Assignment (subject/grades)	2023-24 Status*	Comments
Anderson, Tom	415600	Middle School Social Studies	R	Also Assessment Coord.
Beckes, Madisin	1024073	5 th Grade	R	
Bezat, David	516040	Special Education	R	New hire, 2023-24
Bochkarov, Angelina	1018467	Special Education	R	
Bonfante Sands, Katherine	481498	2 nd Grade	NR	New hire, 2023-24
Browne-Gill, Adrian	418667	E-Learning/B-Learning/SEL / Online Tutoring	R	
Currimbhoy, Faeza	1010992	Kindergarten	R	
Dougherty, Natalie	417411	2 nd Grade	R	
Ferris, Meagan	428405	Reading Intervention	NR	
Geidermeis-Randle, Miracle	1003634	3 rd Grade	NR	
Giddings, Kula	470882	1 st Grade	R	
Goodrie, Tatiana	1012833	In House Subst. Teacher	NR	New Hire, 2023-24
Graham, Andrew	514968	English Language Learners (ELL) Teacher	R	
Hanaman, Adyara	1025354	Reserve Teacher	R	New Hire, 2023-24
Idahosa, Lovelace	507424	Reading Intervention Teacher	NR	
Jacak, Kayla	1020878	1 st Grade	R	New Hire, 2023-24
James, Jeffrey	192169	Health/Phys. Ed. Teacher	R	
Jones, Danita	449874	Kindergarten	R	
Jones, Whitney	1014522	1 st Grade	R	
Juettner, Chloe	1031722	Reading Intervention	NR	New Hire, 2023-24
Kamara, Mamaka	1007581	5 th Grade	R	
Kann, Hadja	1032507	SEL Teacher	NR	
Karpeh, Marliisa	1011581	Art Teacher	R	

2023-24 Licensed Teaching Staff				
Name	File #	License & Assignment (subject/grades)	2023-24 Status*	Comments
Larson, Erika	407314	Teacher Trainer	R	
Lien, Joshua	1010067	Math Interventionist	R	
Mohamed, Fatma	1026451	Reserve Teacher	NR	
Mohamed, Warda	1014589	3 rd Grade Float Teacher	NR	New Hire, 2023-24
Murphy, Marquasia	1030660	Special Ed. Teacher	R	New Hire, 2023-24
Nogle, Kimberly	995763	ALD / ELL Teacher	R	
Norlien, Andrew	485309	Phy. Ed	R	
Olson, Amber	418469	6 th Grade	R	
Pittman, Richard	1020368	6 th Grade	NR	
Randle, McClayton	515110	4 th Grade	R	
Reyerson, Philip	488358	In House Sub and Coordinator	R	Formerly Social Studies teacher
Shotwell, RiCarla	1019595	3 rd Grade	R	
Shurson, Kelsey	1032461	ELL Teacher	NR	New Hire, 2023-24
Sneen, Kipton	459060	Middle School Math	R	
Tweh, Sharon	518456	Special Education	R	
Walker, Precious	512134	Math Interventionist	R	
Weber, Carl	505152	Science and Environmental Ed. Coordinator	R	
Xiong, Chai	508853	Kindergarten	R	
Yang, Selena	1028360	K-5 Science	NR	New Hire, 2023-24
Young, Pamela	515329	Classroom Management Coach	R	Formerly Reserve Teacher
Zoubek-Xiong, Mary	481520	ELL Teacher	NR	

* R = Returning, NR = Not Returning

Of Excell Academy's 45 teachers during the 2023-24 school year, 31 or 69% returned for fall 2023. This is somewhat lower than the previous year's retention rate, which was 76%.

Percentage of Licensed Teachers from 2023-24 not returning in 2024-25 (non-returning teachers/total teachers from 2023-23 X 100)	<u>31%</u>
---	------------

2023-24 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2023-24 Status*	Comments
Anderson, Tom	Assessment Coord.; 415600	R	

Balvin, Justin	Associate School Director; 434821	R	
Fuller, Rashidah	Full Service Community School Coordinator; 504659	R	
Lewis, Elyse	Instructional Coach; 472119	R	
McElveen, Darnell	Dean of Students; 480889	NR	Formerly Middle School Language Arts teacher
Mueller, Bethany	Instructional Coach; 420748	R	

2023-24 Non-Licensed Staff			
Name	Assignment	2023-24 Status*	Comments
Anderson, Carley	Family Liaison	R	
Anderson, Patricia	Pre-K Aide	NR	
Arnold, Clarissa	Special Ed. Paraprofessional	NR	
Austin, Danitra	Health Office Assistant	R	
Barnes, Keira	Pre-K Aide	R	
Barney, Hannah	Pre-K Aide	R	
Brooks, Bridgette	Family Liaison Assistant	NR	
Caldwell, Erica	Special Ed. Paraprofessional	R	
Childs, Kandice	2 nd Grade Teacher Assistant	R	
Collins, Beatrice	Special Ed. Paraprofessional	R	
Douglas, Tasheka	Classroom Aide	NR	
Dunbar Grant, Candace	Facilities and Transportation Director	R	
Fields, Shaquil	Teaching Assistant	NR	New Hire, 2023-24
Freeman, Michelle	Classroom Aide	R	New Hire, 2023-24
Garcia, Liliana	Registrar/Office Manager / Translator	R	
Gibson, Patricia	Student Behavior Support	R	
Gills, Ashley	Special Ed. Paraprofessional	R	New Hire, 2023-24
Grant, Stephen	Technology Coordinator	R	
Grant, Tiffany	Certified Centers Compliance Mgr.	R	
Green, Edward	Custodian	R	
Gryz, Mary	Human Resource Manager	R	
Hayes, Linda	Behavioral Interventionist	R	
Hirocho, Katie	Receptionist / OLT	R	
Holbrook, Cassandra	Business Office Coord., Admin. Assistant	R	
Holland, Fay	Preschool Instructor	R	
Hughes, Taneisha	Childcare Assistant	R	New Hire, 2023-24

2023-24 Non-Licensed Staff			
Name	Assignment	2023-24 Status*	Comments
James, Madia	Special Ed. Paraprofessional	R	
Johnson, Jamelia	Behavior Interventionist	R	
Lynner, Lynda	Special Ed. Paraprofessional	NR	
McCain, Delecia	Special Ed. Paraprofessional	R	New Hire, 2023-24
McGill, Elexis	Pre-K Aide	R	
McNutt, Jamel	Dean of Students	R	
McNutt, Zaria	ELT Admin. Assistant	R	Formerly Computer Lab Teacher
Monson, Emily	Special Ed. Paraprofessional	R	
Murad, Latasha	Special Ed. Paraprofessional	NR	New Hire, 2023-24
Murry, Robert	Special Ed. Paraprofessional	NR	New Hire, 2023-24
Nash, Lenayah	Special Ed. Paraprofessional	NR	New Hire, 2023-24
Penister, Tonya	Daycare Teacher and Mgr.	R	
Perez, Daybelis	General Ed. Paraprofessional	NR	
Pillay, Natasha	Special Ed. Admin. Assistant	R	
Pillay, Shaun	Music Instructor	R	
Pittman, Quentin	Special Ed. Paraprofessional	R	New Hire, 2023-24
Rogers, Christopher	MTSS & Associate Dean of Students	NR	Formerly Behavior Coach
Saydee, John	Special Ed. Paraprofessional	NR	New Hire, 2023-24
Scott, Synethia	Food Service & Health Office Coord.	R	
Siaway, Handful	Special Ed. Paraprofessional	NR	New Hire, 2023-24
Singh, Heroutie	Preschool Instructor (VPK)	R	
Smith, Florence	Classroom Aide	R	New Hire, 2023-24
Snead, Dawn	Daycare Teacher / Manager	R	
Stovall, Lilly	Special Ed. Paraprofessional	R	
Thao, Moua	Special Ed. Paraprofessional	R	
Williams, Dionne	Receptionist	R	New Hire, 2023-24
Williams, Midea	Preschool Instructor (VPK)	R	
Williams, Sabrina	Director	R	
Williams, Tonya	Diversity, Equity and Inclusion Coordinator	R	
Willis, Candace	General Ed. Paraprofessional	R	
Wyatt, Ruby	Special Ed. Paraprofessional	R	

CURRENT YEAR – 2024-25 Staffing

The tables below reflect Excell Academy staffing for the 2024-25 school year, as of October 2024.

2024-25 Licensed Teaching Staff			
Name	File #	License and Assignment (subject/grades)	Comments: Include information regarding special licensure (e.g., Community Expert) or other relevant information.
Anderson, Tom	415600	Middle School Social Studies	Also Assessment Coord.
Baker, Riki	475611	3 rd Grade	New hire, 2024-25
Beckes, Madisin	1024073	4 th Grade	
Bezat, David	516040	Special Education	
Bochkarov, Angelina	1018467	Special Education	
Browne-Gill, Adrian	418667	E-Learning/B-Learning/SEL / Online Tutoring	
Childs, Kandice	1010285	Kindergarten	Formerly Teacher Assistant
Currimbhoy, Faeza	1010992	ALD Teacher	
Dougherty, Natalie	417411	2 nd Grade	
Giddings, Kula	470882	Interventionist Teacher	
Graham, Andrew	514968	English Language Learners (ELL) Teacher	
Gray, Shaneikqua	512175	2 nd Grade	New hire, 2024-25
Hanaman, Adyara	1025354	4 th Grade	
Jacak, Kayla	1020878	1 st Grade	
James, Jeffrey	192169	Health/Phys. Ed. Teacher	
Jauhola, Jessica	1012355	2 nd Grade	New hire, 2024-25
Jones, Danita	449874	Kindergarten	
Jones, Whitney	1014522	Reserve Teacher	
Kamara, Mamaka	1007581	5 th Grade	
Karpeh, Marliisa	1011581	Art Teacher	
Larson, Erika	407314	Teacher Trainer	
Lien, Joshua	1010067	Math Interventionist	
Murphy, Marquasia	1030660	Special Ed. Teacher	
Nogle, Kimberly	995763	ALD / ELL Teacher	
Norlien, Andrew	485309	Phy. Ed	
Olson, Amber	418469	6 th Grade	
Randle, McClayton	515110	4 th Grade	
Reyerson, Philip	488358	6 th Grade	Formerly In House Sub
Shotwell, RiCarla	1019595	3 rd Grade	
Sneen, Kipton	459060	Middle School Math	

2024-25 Licensed Teaching Staff			
Name	File #	License and Assignment (subject/grades)	Comments: Include information regarding special licensure (e.g., Community Expert) or other relevant information.
Sterling, GraceAnne	Lic. in process	Special Education	New hire, 2024-25
Tweh, Sharon	518456	Special Education	
Walker, Precious	512134	Data/Assessment Coord.; Math Interventionist	Formerly Math Interventionist
Weber, Carl	505152	Science and Environmental Ed. Coordinator	
Wright, Brianna	1002907	1 st Grade	New hire, 2024-25
Xiong, Chai	508853	Kindergarten	
Young, Pamela	515329	Classroom Management Coach	

2024-25 Other Licensed (non-teaching) Staff		
Name	License and Assignment	Comments
Anderson, Tom	Assessment Coordinator; 415600	
Balvin, Justin	Associate School Director; 434821	
Fuller, Rashidah	Full Service Community School Coord.; 504659	
Lewis, Elyse	Instructional Coach; 472119	
Mueller, Bethany	Instructional Coach; 420748	

2024-25 Non-Licensed Staff		
Name	Assignment	Comments
Austin, Danitra	Health Office Assistant	
Barnes, Keira	Special Ed. Paraprofessional	
Barney, Hannah	Pre-K Aide	
Brick, Carley	Family Liaison	Name change
Caldwell, Erica	Special Ed. Paraprofessional	
Collins, Beatrice	Special Ed. Paraprofessional	
Davis, Richlieu	Special Ed. Paraprofessional	New Hire, 2024-25
Dunbar Grant, Candace	Facilities and Transportation Director	
Freeman, Michelle	Special Ed. Paraprofessional	
Garcia, Liliana	Registrar/Office Manager / Translator	
Gibson, Patricia	Student Behavior Support	

2024-25 Non-Licensed Staff		
Name	Assignment	Comments
Gills, Ashley	Special Ed. Paraprofessional	
Grant, Stephen	Technology Coordinator	
Grant, Tiffany	Certified Centers Compliance Mgr.	
Green, Edward	Custodian	
Gryz, Mary	Human Resource Manager	
Hayes, Linda	Behavioral Interventionist	
Hirocho, Katie	OLT / Transportation Asst. / Special Ed. Paraprofessional	
Holbrook, Cassandra	Business Office Coord., Admin. Assistant	
Holland, Fay	Preschool Instructor	
Hughes, Taneisha	Childcare Assistant	
James, Madia	Special Ed. Paraprofessional	
Johnson, Jamelia	Behavior Interventionist	
Koch, Scott	Maintenance / Custodian	New hire, 2024-25
McCain, Delecia	Special Ed. Paraprofessional	
McGill, Elexis	Pre-K Aide	
McNutt, Jamel	Dean of Students	
McNutt, Zaria	ELT Admin. Assistant	
Monk, Keey'Miyah	Special Ed. Paraprofessional	New hire, 2024-25
Monson, Emily	Special Ed. Paraprofessional	
Muex, Candace	Special Ed. Paraprofessional	New hire, 2024-25
Ngaima, Gladys	Special Ed. Paraprofessional	New hire, 2024-25
Penister, Tonya	Cafeteria / Special Ed. Para	
Pillay, Natasha	Special Ed. Operations Mgr.	
Pillay, Shaun	Music Instructor	
Pittman, Quentin	Special Ed. Paraprofessional	
Randle, Aabreah	Special Ed. Paraprofessional	New hire, 2024-25
Ray, Xavier	Special Ed. Paraprofessional	New hire, 2024-25
Scott, Synethia	Food Service & Health Office Coord.	
Singh, Heroutie	Preschool Instructor (VPK)	
Smith, Florence	Classroom Aide	
Snead, Dawn	Daycare Teacher / Manager	
Stovall, Lilly	Special Ed. Paraprofessional / Classroom Support	
Thao, Moua	Special Ed. Paraprofessional	
Williams, Dionne	Receptionist	
Williams, Miea	Preschool Instructor (VPK)	
Williams, Sabrina	Director	

2024-25 Non-Licensed Staff		
Name	Assignment	Comments
Williams, Tonya	Diversity, Equity and Inclusion Coordinator	
Willis, Candace	General Ed. Paraprofessional	
Wyatt, Ruby	Special Ed. Paraprofessional	



XIII. Operational Performance

Health and Safety

Excell Academy materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to Health and safety at the school:

- Nurse consulting services and dispensing of pharmaceuticals.
- Students are seen for day to day needs such as scrapes, cuts, illness, etc.
- Students who have medication orders from their physicians are to keep their medication in the health office and take their medication as ordered in their authorizations and care plans in the health office dispensed by the health office staff.
- Students with health conditions are identified and closely monitored to be sure that they are given the correct medication orders and proper procedures are followed.
- When a student is in obvious distress or medical care plans call for it, 911 is called for the safety of the student.
- Providing of hats and gloves to students during cold-weather season
- Provides health screenings for students in grades Pre-K-5
- In the case of Covid-19, Excell Academy follows current MDH recommendations and guidelines.

Excell Academy's Facilities and Transportation Director provided updates as stated below, on these two aspects.

Transportation

The 2023-24 school year may have been our worst year ever with transportation. We hired a new company and they did not work out. They ran late buses all the time with no communication. They didn't update the bus numbers in the GPS. We had a few families that left Excell due to transportation issues. Finally, at the last 2 weeks of school, they quit on us mid-day. We had to scramble to get our students home. We were quickly able to secure another company, however, for the last 2 weeks of school.

Facilities

Overall everything seems to be running well with no major concerns. We were not able to do any kitchen renovations due to securing capital. We are managing with the current setup, however we will probably need to come up with another plan as our current kitchen is not adequate for so many students.

Food Service

Excell Academy materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to Food Services at the school:

- The school health department works with the food service department to be sure that students with specific allergies are not served certain foods and are given appropriate alternatives.
- Students are served balanced healthy meals daily for breakfast and lunch. Food is catered and temperature and quality are maintained by CKC Good Food catering staff.
- Food is catered and temperature and quality are monitored by CKC Good Food catering staff.
- Accurate counts are kept of meals eaten each day through the computer system and logged into the CLiCS system at the end of each month for claims.

Due Process and Special Education Administration

Addressed above, in Educational Approach & Curriculum, *Special Education Programming*.

Student Discipline Data

Excell Academy continues to gather and track behavior data through SWIS, the PBIS data system, with the aim of becoming more aware of and able to respond proactively to the sources of behavior issues. All staff have been trained in PBIS and the "house" system based on the Ron Clark Academy, which Excell Academy has adopted over the past two years. Students can earn house points, now tracked electronically, when exhibiting positive behaviors. For details regarding behavior management systems, see *Innovative and Unique Aspects*, in the Innovative Practices & Implementation section above.

Family and Community Engagement

Excell Academy has created a school culture of building a purposeful community where all stakeholders (students, parents, employees, and the community) are involved in the learning and success of our students. Excell provides a wide range of opportunities for parents and families to

participate in during the school day and in the evenings. Family and community engagement themes and events during 2023-24 included:

- Black History Month – a time for us to reflect on the past, present, and future of the Black experience
- Asian American / Pacif Islanders Heritage Month – offers an opportunity to delve deeper into understanding the complexities of Asian history and culture
- Latinx Heritage Month – celebrates the cultures, contributions and resilience of Latinx, Hispanic and Latino-identified communities
- College & Career Exploration Week – offers a dynamic immersive learning environment where scholars are afforded the opportunity to dive deep into the world of college and career readiness
- Spotlight Event – provides awards to Excell Academy students for displaying leadership and commitment to serving the school's educational community
- Excellence Fest – a carnival celebration to highlight the quality work of Excell Academy's students, staff and families
- Camp Read A Lot – a shared family engagement reading experience to celebrate children's literacy and social-emotional development through an interactive learning experience; Excell Academy's gym was converted into Camp Read A-Lot and families were welcomed to immerse themselves into that experience, helping to build intergenerational communities through reading and games
- Festival of Nations event – a celebration of the many cultures that make up the Excell Academy learning community; this widespread community engagement event was filled with opportunities to cultivate and learn about cultural foods, clothes and traditions. The Festival of Nations event featured presentations of the scholars' project based learning activities, student performances, and cultural performance from local artists, and cultural family fashion show.
- 21st Century Community Learning Centers program hosted Homework Diners, where afterschool students received homework assistance, and adults attended educational classes such as First-Time Homeowners classes, Zumba, and job search workshops.
- Additionally, 21CCLC organized family engagement events, including a Literacy Night featuring a read-aloud by Dr. Talaya Tolefree, and a Family Academic Night, which took place on April 25, 2024, at the conclusion of the before- and after-school programs.

Families and the community are also involved through ongoing extra-curricular activities such as sports teams (soccer, basketball, and cheerleading), and the school musical. Excell Academy holds Parent/Teacher conferences twice a year (during the first and second trimesters) and has returned to offering conference times in the evening and during the day to better accommodate schedules of working families.

Hiring Practices and Background Check Policies

A commitment to diversity and equal employment opportunity is the foundation for recruiting and hiring employees at Excell Academy for Higher Learning. Excell Academy is strategic in both hiring and developing quality staff, cultivating candidates early and hiring by the spring to bring in the strongest candidates. Once teachers' "Intent to Return" forms are received, Excell administration plans accordingly by posting on several popular websites (Star Tribune, EdPost,

etc.) and conducting group/team interviews. These postings communicate what's exciting and challenging about working at Excell Academy so that candidates are prepared for the school culture, and unsuitable candidates self-select out of the process. Current staff are included in the interviews. References are checked and background checks carried out. Staffing each classroom with an effective teacher is the most important function of the school! Doing so requires strategic personnel policies and smart practices. Low-income schools do not exist in isolation—they exist in communities. Academic achievement and good behavior reinforce each other, and they are both enforced/encouraged by quality staff who believes that every child can and will learn at Excell Academy.

Background checks are conducted for board members and volunteers as well as staff.



XIV. Finances

For questions regarding school finances and for complete financials for 2023-2024 and/or an organizational budget for 2024-25, contact:

Position: Nate Winter

Contact info: 220 South Sixth Street, Suite 300
Minneapolis, MN 55402

Phone: 612.397.3045

Email: nate.winter@claconnect.com

FY 24 Finances - Preliminary			
	General Fund	Food Service Fund	Community Service Fund
Total Revenues	\$9,614,183	\$554,780	\$319,393
Total Expenditures	\$10,615,878	\$577,594	\$277,321
Net Income	(\$1,001,695)	(\$22,814)	\$42,072
Total Fund Balance	(\$6,283)	\$26,107	\$46,840

CliftonLarsonAllen has provided accounting services for the School since July, 2017.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2024. We are currently waiting for

final reports from the auditors as the presentation will be done at the October 24, 2024 board meeting.

Overview

FY24 continued to present lasting challenges with the COVID-19 pandemic when it comes to learning loss and supporting those added expenses. Due to the added expenses needed to continue resolving learning loss, this added over \$2 million in expenses from prior year, which goes into the fund balance % calculation.

Factors to take into account for FY24 include:

- The general fund ended at a deficit of \$1,001,695. Salaries, benefits, and transportation were the three largest increases from prior year
- Total general fund expenditures increased by \$2,289,741 from prior fiscal year to continue to assist with learning loss from the pandemic by hiring additional staff and materials. General fund revenues only increased by \$367,000 so these additional expenses were absorbed by the general fund as the largest portion of the ESSER revenue funds were used in prior year
- Total enrollment stayed the same, with no change from prior fiscal year. Final ADM was 465 in Grades PreK through Grade 8

Revenues

All state and federal programs provided the usual funding sources for Excell Academy. The school did receive another Pre-Kindergarten Readiness Incentive grant during FY24. Also, in FY24, the School was awarded a 3 year - 21st Century Grant, as well as a Full-Service Community Grant. While these grant amounts were not the extent of the ESSER awards, they did help the school continue to provide additional resources for all the students.

Expenses

Excell Academy again increased staffing compensation during FY24 to move more towards relevant market rates for high quality teaching and administrative staff. The Academy also hired additional staff and support staff to assist with the learning loss due to the COVID-19 pandemic. Transportation costs increased substantially, and other costs continue to rise with inflation as well.

Net Income and Fund Balance

Excell Academy's *combined* fund balance decreased by \$982,000 this fiscal year. The general fund balance percent at the end of FY24 was -0.40%, the combined fund balance percent was 1%.

World's Best Workforce Annual Budget

Funds will be made available to provide Excell Academy staff high quality professional development opportunities as well as strengthen the capacity and development of school leadership and instructional staff.



XV. Future Plans

To optimize its academic program: Excell Academy will continue seeking to ensure implementation of academic programming with fidelity to McREL (*Classroom Instruction that Works*) as the core curricular model, ensuring the use of appropriate materials for students, aligned to their current instructional level. This will be supported for appropriate training in the core curricular areas. To support literacy learning, Excell Academy will continue to provide LETRS training for core foundational skills in early reading (provided for all K-4 teachers, reading teachers, and special education teachers during 2023-24).

During 2023-24 Excell Academy leadership chose to re-institute What I Need Time, an aspect of the program which had been in place in past years, as an effort to keep higher-achieving students engaged. Piloted in grade 5 during 2023-24, this program will be implemented for all grades K-8 during 2024-25. There will also be higher-achieving classes provided for math, reading and science beginning 2024-25.

An important initiative that is currently underway is for Excell Academy to establish itself as a Full Service Community School. Excell Academy has received state of Minnesota grant funding in support of this initiative and is continuing its efforts to become a Full Service Community School. Full Service Community Schools are public schools that partner with stakeholders so students

can thrive. These schools are organized to care for the whole child; expand the horizons of learning; build relationships with families; and for school stakeholders to work together to realize a shared vision. There are four pillars to the Full Service Community School model:

- **Integrated Student Supports:** A range of services and programs to address out-of-school learning barriers for students and families. Mental and physical health services that support student success.
- **Expanded and Enriched Learning Time and Opportunities:** Enrichment activities emphasize real-world learning and community problem solving. After-school, weekend, and summer programs provide academic instruction and individualized support.
- **Active Family and Community Engagement:** Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.
- **Collaborative Leadership and Practice:** Parents, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility through site-based leadership teams and teacher learning communities.

A full time Full Service Community School Coordinator position was established on Excell Academy's staff as of summer 2022. The school established a Full Service Community School Leadership Team as of September 2022. Per the FSCS model, the team includes school administrators, the FSCS Coordinator, staff, parents, students, and representatives from partner organizations. The leadership team is responsible for developing school-specific programming goals, assessing program needs, and overseeing the process of implementing expanded programming. Under the leadership of the FSCS Coordinator and Leadership Team, Excell Academy carried out planning throughout the 2022-23 school year and inaugurated implementation of the Full Service Community School during 2023-24.

Excell Academy received good news in the summer of 2023: The school's application for a federal 21st Century Community Learning Centers grant, which provides multiple years of funding to support enrichment and family involvement programming, was approved. Twenty-first Century CLC's activities began in the fall of 2023 and included before- and after-school academic and enrichment programming, athletic activities, parent events at the school, and summer enrichment offerings beginning in the summer of 2024. Future Plans include continuing to build the Full Service Community School, which will include out-of-school-time programming supported by the 21st Century CLCs grant.

Appendix A: School Calendar

Excell Academy for Higher Learning's calendar for 2023-24 is displayed below; current calendar information is posted at <http://www.excellacademy.dreamhosters.com/excell-school-year-calendar/>

Excell Academy for Higher Learning | District No. 4068 | 2023-2024 |

AUGUST 2023							Student Orientation (PM) New Teacher Orientation All Staff Orientation	FEBRUARY 2024							14 Blended Learning Day 15 No School AM & PM Conferences 16 No School AM & PM Conferences 19 No School (President's Day)
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
		1	2	3	4	5						1	2	3	
6	7	8	9	10	11	12		4	5	6	7	8	9	10	
13	14	15	16	17	18	19		11	12	13	14	15	16	17	
20	21	22	23	24	25	26		18	19	20	21	22	23	24	
27	28	29	30	31			25	26	27	28	29				

SEPTEMBER 2023							MAP Fall Testing 4 No School (Labor Day) 5 First Day of School 25 No School (Staff Dev)	MARCH 2024							ACCESS Testing 8 No School (Staff Dev) 25-29 No School (Spring Break)
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
					1	2							1	2	
3	4	5	6	7	8	9		3	4	5	6	7	8	9	
10	11	12	13	14	15	16		10	11	12	13	14	15	16	
17	18	19	20	21	22	23		17	18	19	20	21	22	23	
24	25	26	27	28	29	30	24	25	26	27	28	29	30		

OCTOBER 2023							18 Blended Learning Day/Evening Conferences 19 No School (Conferences) 20 No School (Staff Dev)	APRIL 2024							1 Blended Learning MCA Testing
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
1	2	3	4	5	6	7		31	1	2	3	4	5	6	
8	9	10	11	12	13	14		7	8	9	10	11	12	13	
15	16	17	18	19	20	21		14	15	16	17	18	19	20	
22	23	24	25	26	27	28		21	22	23	24	25	26	27	
29	30	31					28	29	30						

NOVEMBER 2023							7 No School (Staff Dev) 22-24 No School (Thanksgiving Break)	MAY 2024							10 Blended Learning 27 No School (Memorial Day) MAP Testing
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
			1	2	3	4					1	2	3	4	
5	6	7	8	9	10	11		5	6	7	8	9	10	11	
12	13	14	15	16	17	18		12	13	14	15	16	17	18	
19	20	21	22	23	24	25		19	20	21	22	23	24	25	
26	27	28	29	30			26	27	28	29	30	31			

DECEMBER 2023							4 No School (Reporting Day) 25-28 No School (Winter Break)	JUNE 2024							6 Last day of school for Students 7 No School (Reporting Day)
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
					1	2								1	
3	4	5	6	7	8	9		2	3	4	5	6	7	8	
10	11	12	13	14	15	16		9	10	11	12	13	14	15	
17	18	19	20	21	22	23		16	17	18	19	20	21	22	
24	25	26	27	28	29	30	23	24	25	26	27	28	29		

JANUARY 2024							1-5 No School (Winter Break) MAP Winter Testing 8 Blended Learning Day (Staff Onsite) 15 No School (Martin Luther King Day)
S	M	T	W	T	F	S	
31	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

Trimester I (September 2023 - December 1, 2023): 58 days Trimester II (December 5, 2023 - March 15, 2024): 59 days Trimester III (March 18, 2024 - June 6, 2024): 53 days	
Instructional Days: 169	Instructional Hours: 1042
Blended Learning Days: 5	VPK Hours: 595
NEW School Hours 9:00 AM - 3:30PM Doors Open at 8:45 AM (Pre-K: 8:30)	
■ = No School for Students	