

UNIVERSAL ACADEMY CHARTER SCHOOL

ANNUAL REPORT & WORLD'S BEST WORKFORCE PLAN: 2022-23

Farhiya Einte, *Executive Director*

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www.uacsmn.org



ISD # 4225-07

I. School Information	3	II.
Student Enrollment.....	4	III.
Student Attendance, Attrition, & Mobility	5	IV.
Governance and Management	6	V.
Training Board Members Attended	6	VI.
Professional Development Plan of School Leader	7	
VII. UA Staffing	10	
VIII. Finances.....	13	
IX. Academic Performance	14	
X. Improvement Plans and World’s Best Workforce.....	17	
XI. Innovative Practices & Implementation	23	
XII. Instructional Program and Curriculum.....	25	
XIII. Equitable Distribution of Diverse, Effective, and In-field Teachers.....	34	
XIV. Future Plans.....	34	
Attachment 1: School Calendar.....	36	

I. School Information

Address:

2912 28th Ave South
Minneapolis, MN 55406
(P) 651.340.5994
(F) 612.259.8952
(W) www.uacsmn.org

Grades Served: PreK-9 (during 2022-23 school year – will serve PreK-12 by 2025-26) **Year Opened:** 2014-15

Mission Statement

Universal Academy will provide success for all students with high quality learning, empowerment and support from a caring and nurturing staff.

Vision Statement

Universal Academy will be recognized as an academically superior public school for accelerating the learning of all students so that they will be fully prepared to thrive and contribute in today's diverse and ever changing communities.

Authorizer Information

NEO Charter School Authorizer
3432 Denmark Ave #130
Eagan, MN 55123
612.889.2103
<http://www.neoauthorizer.org>

Wendy Swanson-Choi, Executive Director of Charter School Authorizing

Universal Academy's authorizer contract with Novation Education Opportunities (NEO) began on January 24, 2014. The school is authorized until June 30, 2024 by its current contract with NEO.

NEO ensures that Universal Academy is accountable and responsible in 4 key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. The 2022-23 school year was Universal Academy's eighth year of operation as a charter school.

Statutory Purposes

Universal Academy's primary purpose is to *(1) improve pupil learning and student achievement by accelerating student learning* through an aligned framework of Data-Driven Instruction in conjunction with Response to Intervention (RtI), Responsive Classroom, Direct and Differentiated Instruction, and Sheltered Instruction Observation Protocol (SIOP) in a results-oriented culture that fosters a growth mindset. Additional purposes are to *(2) increase learning opportunities for pupils by ensuring that teachers are receiving professional development for and utilizing research-based effective instructional techniques* as reported in

Doug Lemov's *Teach Like a Champion* and to (3) encourage the use of different and innovative teaching methods through weekly data analysis in Professional Learning Communities (PLCs) to ensure teaching techniques are monitored and adjusted to accelerate student learning. Universal Academy will meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academy Progress (NWEA MAP) results as a benchmark for success. Universal Academy will utilize a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

II. Student Enrollment

Number of Students Enrolled

Below is a table of enrollment covering the past five years of enrollment at Universal Academy Charter School. Figures are based on the MN Department of Education's data as of October 1. Universal Academy opened serving grades K-5, growing to serve grades K-8 by the 2017-18 year added a pre-Kindergarten program beginning in 2019-20. In 2021, Universal Academy was approved to expand grade levels through 12th grade and made plans during 2021-22 to begin its high school program, with 9th grade starting in the fall of 2022. Enrollment has been stable for the past four years as shown in the table below. For the 2023-24 school year a total of 530 students are projected, including one classroom of 10th graders.

Universal Academy Charter School Total Oct. 1 Enrollment, 2018-2022					
	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	-	28	30	27	31
Kindergarten	92	61	49	54	51
1st Grade	54	52	62	55	58
2nd Grade	46	51	53	54	59
3rd Grade	40	46	49	53	58
4th Grade	43	41	47	50	48
5th Grade	40	36	42	51	48
6 th Grade	30	43	35	34	51
7 th Grade	31	25	38	31	41
8 th Grade	27	26	22	29	31
9 th Grade	-	-	-	-	22
Total	403	409	427	438	498

Characteristics/Demographics

Ethnicity Percentage	Special Population Percentage
American Indian/Alaskan Native 0% Asian/Pacific Islander 1% Hispanic 1%	English Learner 56% Special Education 4% Free/Reduced Lunch 90%+

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 4

Ethnicity Percentage	Special Population Percentage
Black 97% White 0% Multi Ethnic 1%	

The above table summarizes Universal Academy’s student demographics for the 2022-23 school year. Most students are immigrants from East Africa, or children of immigrants, categorized as Black. Most students qualify as English Learners – although the fall 2022 figure of 56% represents a decline from the previous fall’s figure of 67%, a continued decline from 82% as of fall 2020. The large majority of students continue to qualify for free or reduced-price school meals. Total enrollment, as of October 1, 2021 was 498, a substantial increase compared to the previous year.

III. Student Attendance, Attrition, & Mobility

Student Attendance

	2018-19	2019-20	2020-21	2021-22	2022-23
Overall Attendance Rate	98%	98%	99%	96.5%	96.3%

Student attendance has remained high throughout the past five years, as shown in the table above. Attendance rate for the 2022-23 school year was 96.3%.

Student Attrition

Percentage of students* who are continuously enrolled between the end of the 2021-22 school year and October 1 of 2022-23 school year: of a total of 416 K-7 students enrolled at the end of the 2021-22 school year, 250 or 60.1% had re-enrolled for the 2022-23 year by October 1, 2022.	60.1%
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**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

Student Mobility

Year	Students Transferring Out After October 1	Total Students Enrolled October 1	Mobility Percent
		1	

2018-2019	45	413	10.9%
2019-2020	41	415	9.9%
2020-2021	26	517	5.0%
2021-2022	56	446	12.6%
2022-2023	25	467	5.4%

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 5
 Mobility decreased in 2022-23, as shown in the table above. UACS had 25 students transferring out after October 1st and a total enrollment of 470 students in grades K-8 as of October 1st. This mobility rate moved from 9.9% in 2020-21, considered in the school's Performance Framework as the baseline year, to 5.4% in 2022-23.

IV. Governance and Management

UA Board of Directors

Name	Email Address	Teacher Lic. (if applicable)	Position
Amiin Harun	Amiin.harun@gmail.com		Chair and Treasurer; Community
Anisa Hashi	Anisahashi1172@gmail.com		Member; Parent
Marianne Mlambe	mbanda@uacsmn.org	330039; expires 2026	Member; Teacher
AbdulkadirOsman	aksosman@yahoo.com		Vice Chair/Secretary; Community
Randa Roushdy	rroushdy@uacsmn.org	487270; expires 2025	Member; Teacher

*All Board terms begin and end in April.

Universal Academy Board of Directors members have expertise in the following areas:

- School Mission and educational programming: all five members
- Finance: Amiin Harun and Abdulkadir Osman
- Legan Compliance: Amiin Harun, Anisa Hashi and Abdulkadir Osman
- Marketing / Enrollment: Amiin Harun, Anisa Hashi and Abdulkadir Osman

V. Training Board Members Attended

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

- 1) school board composition and the board demonstrates the capacity to govern an effective charter school;
- 2) board member training; (provided by Designs for Learning, covering the three mandated areas of Governance, Personnel, and Finances; took place most recently on May 20, 2023)
- 3) effectively and transparently conducting board meetings:
 - a) A discernible method for conducting meetings (i.e. Robert’s Rules)
 - b) Complying with MN Open Meeting Law

Universal Academy Charter School Annual Report & World’s Best Workforce Annual Report: 2022-23 6

- c) Timely distribution of board materials prior to meetings to board members and authorizer
- d) Appropriate documentation of board and committee meetings
- 4) board decision-making and oversight, including but not limited to:
 - a. Establishing, reviewing and implementing policy
 - b. Establishing performance expectations that are in alignment with charter contract
 - c. Regularly reviewing academic, financial and operational data
 - d. Overseeing school improvement plans as necessary
 - e. Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports and financial audits

VI. Professional Development Plan of School Leader The

Director of Universal Academy Charter School is Farhiya Einte. She holds two Bachelor’s degrees in Elementary Education and Highschool Programming, a Master’s of Education in Elementary Ed, and a license in Elementary Education. She is working towards Principal Licensure at Hamline University. During the year she participated in the same professional development activities as the Universal Academy teachers.

Professional development was provided for Universal Academy teaching staff for two weeks in August, before the beginning of the school year, and then on Fridays throughout the school year. The PD calendar for the 2022-23 school year is included below. Trainings were generally led by Universal Academy staff, such as the Assistant Director and veteran teachers. Universal Academy’s Professional Development calendar for 2022-23 was as follows, first for the two weeks in August, then for the remainder of the school year.

Universal Academy Professional Development, August 2022

<u>Monday 8/15</u> <u>8:00-3:30pm</u>	<u>Tuesday 8/16</u> <u>8:00-3:30pm</u>	<u>Wednesday</u> <u>8/17</u> <u>8:00-3:30pm</u>	<u>Thursday 8/18</u> <u>8:00-3:30pm</u>	<u>Friday 8/19</u> <u>8:00-3:30pm</u>
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<p>Welcome Teachers Manual Keys / Paperwork Laptops</p> <p>*Check for EaseCentral Portal log in</p> <p>LUNCH 11:00-12:00</p> <p>12:00-2:30 HR and Benefits 2:30-3:30 Classroom Work Time</p>	<p>Library Policy (Woods) HR (Ayub) Pacing Guide (Woods) Quizzes and Comps (Crosby) Lesson Plan / Drive (Woods) Schedule (Bieszk) Sub Binder (due 8/19) (Crosby) Field Trips (Schedule with Place due 8/19) and Written Responses (Weinmann and Bieszk) NWEA Student Goal Setting (Bieszk)</p>	<p>Committee Sign Up (Woods) 8:00 : Behavior and JMC Logging (Jannah Elementary, Salah Middle)</p> <p>LUNCH 11:30-12:30</p> <p>12:30-1:30 Whole Group Pacing Guide 6/7/8/9 Weinmann and Woods 1:30 Weinmann Essler Kriewaldt Woods Warsame and Bang</p>	<p>First Day Logistics/CARES Arrival and Dismissal Logistics Data Meeting Expectations/Schedule (Woods / Crosby)</p> <p>8:00-3:30 K-1 with Bieszk/Crosby</p> <p>8:00-11:00 Woods/Weinmann Essler Kriewaldt Warsame Bang</p> <p>12:00-3:00 Woods/Weinmann</p>	<p>DI Info (Bieszk)</p> <p>Pacing Guide Lesson Plans Classroom Atmosphere</p> <p>LUNCH 11:30-12:30</p>
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Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 7

	<p>Reading Log (Woods) MMM/FMM (Crosby / Woods) IXL (Crosby)</p> <p>{Woods emails JMC log ins}</p> <p>Distribute Curriculum</p> <p>LUNCH 11:00-12:00</p> <p>Pacing Guide Due 8/25 Lesson Plans</p>	<p>2:30 Weinmann Awo Laurence Woods Haile Paloma</p> <p>PreK-5 Pacing Guides</p> <p>{Committee Sign Up Due}</p>	<p>Awo Laurence Haile Paloma</p> <p>LUNCH</p> <p>11:30-12:30</p> <p>Distribute Supplies</p>	
<p><u>Monday 8/22</u> 8:00-3:30pm</p>	<p><u>Tuesday 8/23</u> 8:00-3:30pm</p>	<p><u>Wednesday 8/24</u> 8:00-3:30pm</p>	<p><u>Thursday 8/25</u> 8:00-3:30pm</p>	<p><u>Friday 8/26</u> 8:00-3:00pm</p>

<p>Writing: 4-5</p> <p>8:00-9:00 Work in Classroom</p> <p>9:05 Technology Check with Engaging Muslim Students for Woods</p> <p>9:30-11:30 (GYM) Engaging Muslim Students in Public Schools</p> <p>LUNCH 11:30-12:30</p> <p>6/7/8/9 12:30-3:30 Woods/Weinmann</p> <p>12:30-3:30 4-5 with Bieszk/Crosby</p>	<p>Writing: 2-3</p> <p>8:00-3:30pm CPI Training EAs + SPED</p> <p>Curriculum Pacing Guide Lesson Plans Classroom Atmosphere</p> <p>LUNCH 11:30-12:30</p> <p>Curriculum Pacing Guide Lesson Plans Classroom Atmosphere</p>	<p>Writing: 6th Grade, Middle / High (except math)</p> <p>8:00 K-1, 2-3 Open House</p> <p>Curriculum Pacing Guide Lesson Plans Classroom Atmosphere</p> <p>LUNCH 11:30-12:30</p> <p>Curriculum Pacing Guide Lesson Plans Classroom Atmosphere</p>	<p>Writing: K-1</p> <p>8:00 PreK, 2-9 Open House</p> <p>Curriculum Pacing Guide Lesson Plans Classroom Atmosphere</p> <p>LUNCH 11:30-12:30</p> <p>12:30 RECAP Muslim Students in Public Schools and Respectful Personal Conversation</p> <p>Curriculum Pacing Guide Lesson Plans Classroom Atmosphere</p>	<p>Writing: Weinmann Bieszk 1:00-3:00 Woods and Crosby</p> <p>Open House 4:00-6:00pm (arrive at 3:00pm)</p>
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**Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 8
Universal Academy Professional Development, 2022-23**

September	October
<p>2. PLC TRAINING & DATA (PK-9)</p> <p>9. PLC TRAINING & DATA (PK-9)</p> <p>16. PD: 6-9 PLC: PK-5 <i>PD: INTRO to Academic Conversations</i></p> <p>23. PD: 6-9 PLC: PK-5 <i>PD: INTRO to Academic Conversations</i></p> <p>30. Grade Level Writing Calibration (PK-9)</p>	<p>7. PD: PK-5 PLC: 6-9 <i>PD: INTRO to Academic Conversations</i> 14. PD: PK-5 PLC: 6-9 <i>PD: INTRO to Academic Conversations</i> 21. NO PD (MEAs)</p> <p>28. ADMIN (PK-9)</p>
November	December
<p>4. NO PD (Data Day)</p> <p>11. NO PD (Conferences)</p> <p>18. NO PD (Comp Time)-Conferences</p> <p>25. NO PD (Thanksgiving Break)</p>	<p>2. Learning Walk Intro, EL Focus: Sentence Frame Refresher 9.</p> <p>16. NO PD (Comp Time)-Honor Roll</p> <p>23. NO PD (Winter Break)</p> <p>30. NO PD (Winter Break)</p>
January	February

6. NWEA GOALS 13. WIDA Schedule and Information 20. EL Focus: Teaching Vocabulary Refresher 27. Responsive Classroom- Management Refresher	3. NO PD (Data Day) 10. NO PD (Conferences) 17. NO PD (Comp Time)-Conferences 24.
March	April
3. 10. MCA Expectations (+Training) 17. INTRO to Academic Conversations 24. NO PD (Comp Time)-Honor Roll 31. Open PD	7. Open PD 14. NO PD Conferences 21. NO PD (Spring Break) 28. NO PD (Comp Time)-Conferences
May	June
5. End of the year logistics 12. Teacher Appreciation Lunch (PK-9) 19. NO PD (Comp Time)-Honor Roll 26. Teacher Check Out Logistics/ Last PD (PK-9)	2. NO PD (Last Day of School) but we will meet in gym to say goodbyes

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 9
 Universal Academy's management structure during 2022-23 was as shown in the organization chart

below.

Universal Academy does not contract with a Charter Management Organization (CMO). The school contracts with Designs for Learning for special education services including the Special Education Director, and for finance and human resources support.

VII. UA Staffing

Universal Academy's staffing during 2022-23 was as shown in the tables below.

Administration	
Name	Position
Abdulle, Nawal M.	MARSS Coordinator & Lunch Director
Ayub, Mahvash	Human Resources
Benalshaikh, Jehnah	Elementary Dean of Students & Parent Liaison
Chino Morales, Harmony	Front Desk
Crosby, Lucy	Elementary Assistant Director
Einte, Farhiya	School Director & Principal
Moallim, Abdikarim Mohamed	District Assessment Coordinator (DAC)
Nur, Hodan M.	Admin. / Front Desk
Salah, Mohamed Shoke	Middle & High School Dean of Students & Parent Liaison
Weinmann, Nicole	ELL Coordinator
Woods, Alana	Middle & High School Assistant Director

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 10

Teachers		
Name	File Folder #	Position
Alhuniti, April	385142	Library
Bang, Kim Sungeun	485330	Middle School Math
Bieszk, Jackie	484954	Second Grade Teacher
Elmi, Abdiqani	498715	Special Education Teacher
Essler, Rachael	1000160	Sixth Grade Teacher
Farah, Ubah	1012575	Prekindergarten Teacher
Feist-Curtis, Karissa L	505431	Fifth Grade Teacher
Felizarte, Brenda B	443754	Third Grade Teacher
Francis, Sameul	494307	Seventh & Eighth Grade Social Studies Teacher

Gharib, Rania	507458	Second Grade Teacher
Haile, Marian	1012372	Seventh & Eighth Grade Language Arts Teacher
Harrison, Kaylynn	1011076	Third Grade Teacher
Hassan, Samira	1011949	First Grade Teacher
Huss, Christopher	1013096	Long Term Sub / Sub Teacher
Huss, Timothy John	1000786	Fourth Grade Teacher
Issa, Amal	1019887	Middle School Math Teacher
Kriewaldt, Brock Richard	1005207	Sixth Grade Teacher
Maghdaoui, Fatima	496564	Arabic Teacher
Maiers, Shayla	1011955	Kindergarten Teacher
Mushtaq, Muhammad Haris	1012568	Success Teacher
Ortiz, Paloma	1020238	Science Teacher
Richardson, Laura	513970	Ninth Grade Language Arts & Social Studies Teacher
Rislove, Ellen	385908	Kindergarten Teacher
Roushdy, Randa	487270	Special Education Teacher
Salad, Awo	1007862	Middle School Social Studies
Skinner, Isabelle	1008221	First Grade Teacher
Thabet, Ashraf	1022141	Fifth Grade Teacher
Webb, Corey S	505472	Physical Education Teacher
Weinmann, Nicole	491931	Instructional Coach, Middle School
Wisted, Marijean	502533	Fourth Grade Teacher

Non-licensed Staff	
Name	Position
Abas, Ahmed A.	Building Manager
Abdi, Asma	Special Education Instructional Aide

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 11

Non-licensed Staff	
Name	Position
Abdulaziz, Najah	General Education Instructional Aide
Abdullahi, Abdulkadir Hassan	Food Services
Adan, Hamdi	General Education Instructional Aide
Aden, Hamso	General Classroom Instructional Aide
Aden, Sadiyo	Pre-K Instructional Aide
Ahmed, Layla	General Classroom Instructional Aide
Ahmed, Lul	General Education Instructional Aide
Ali, Anisa	General Classroom Instructional Aide
Ali, Mano	General Classroom Instructional Aide
Ali, Mohamed	General Classroom Instructional Aide
Ali, Naema	General Classroom Instructional Aide
Ali, Salma	Special Education Paraprofessional
Ali, Shuayb Farah	Security
Alimici, Faisa	Special Education Instructional Aide
Barre, Sahra	General Education Instructional Aide
Farah, Hassan Ahmed Abdi	Special Education Instructional Aide
Farah, Hawa	Health Monitor
Hassan, Riyadh	Special Classroom Instructional Aide
Hersi, Fahmo	General Classroom Instructional Aide
Mire, Abdullatif	General Education Instructional Aide
Mire, Mustafa	Special Education Instructional Aide
Mlambe, Marianne A.	Special Education Instructional Aide
Mohamed, Khalid	Bus Monitor
Mohamed, Marian Farah	School Nurse

Morales, Angela	Food Service
Muhudin, Naimo	Support
Mushtaq, Muhammad H.	Special Education Instructional Aide
Nuh, Ahmed M	General Classroom Instructional Aide
Omar, Mahmoud H.	Hallway Monitor
Omar, Shamsu	General Education Instructional Aide
Sawa, Roman	Custodian
Yalah, Ubah	Food Service
Yusuf, Sumaya Shamsadin	General Classroom Instructional Aide

During the 2022-23 school year, Universal Academy employed 31 licensed teachers, three administrators, two deans, and other staff as listed above. All teachers hold a valid Minnesota license in the area(s) for which

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 12 they teach. A teacher-heavy staff with solid support from instructional aides contributes to Universal's overall model of intensive support for students and high levels of instruction.

VIII. Finances

For questions regarding school finances and for complete financials for 2022-23 and/or an organizational budget for Fiscal 2024, contact:

Name: Ann Yang

Position: Finance Director

Contact info: Designs for Learning

Phone: 651-645-0200

Email ayang@designlearn.net

Designs for Learning Financial Service Provider provides accounting services for Universal Charter School.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Novation Education Opportunities no later than December 31, 2023.

FY23 Finances	Fund 1	Fund 2
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Total Revenues	\$ 7,553,825	\$ 501,573
Total Expenditures	\$ 7,013,078	\$ 472,520
Net Income	\$ 540,748	\$ 29,053

Overview

Finances during the 22-23 school year remained stable. The revised budget was developed for 452 ADM and ended the school year with 479.27 ADM.

Revenues

As of June 30, 2023, the school has received in Fund 01 a total of \$7,553,825 of current Fiscal Year State, Federal, and Local revenues.

Expenses

The largest expenses for Universal Academy are salaries & benefits, followed by the building lease, purchase services, and supplies.

Net Income and Fund Balance

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 13
 Universal Academy Charter School had an overall audited fund balance of \$7,386,575 on June 30, 2022. The school has set aside \$426,261 for the expansion.

IX. Academic Performance

MCA-II Data

MATH	2018-19	2019-20	2020-21	2021-22	2022-23
Percent of students testing Proficient	26.8%	-	12.1%	25.9%	23.4%
Percent of students making High, Medium, and Low Growth					
Achievement level Improved	22.6%	-	12.1%	30.1%	18.3%
Achievement level maintained	39.5%	-	22.7%	19.9%	22.5%

Achievement level decreased or remained “does not meet standards”	37.9%	-	65.2%	50.0%	59.2%
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Reading	2018-19	2019-20	2020-21	2021-22	2022-23
Percent of students testing Proficient	34.8%	-	30.3%	41.9%	36.2%
Percent of students making High, Medium, and Low Growth					
Achievement level Improved	-	30.3%	30.3%	35.4%	17.7%
Achievement level maintained			20.2%	29.3%	39.6%
Achievement level decreased or remained “does not meet standards”	-	30.3%	49.5%	35.4%	42.7%

Universal Academy Charter School Annual Report & World’s Best Workforce Annual Report: 2022-23 14

As in previous years, Universal Academy’s English Learner students outperformed the state in terms of proficiency shown on the MCA in 2023:

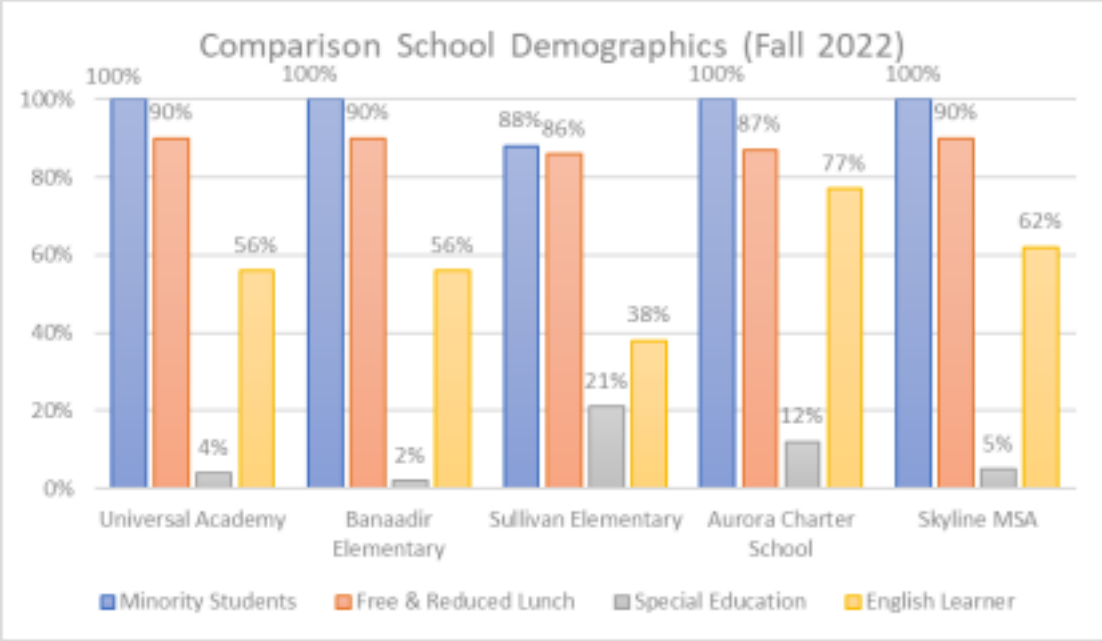
	English Learners – Statewide	English Learners – UACS
MCA – Reading, % Proficient	21.7%	33.3%
MCA – Mathematics, % Proficient	18.9%	20.6%

MCA academic achievement and growth data is as reported in MDE’s School Report card:

<http://rc.education.state.mn.us/>.

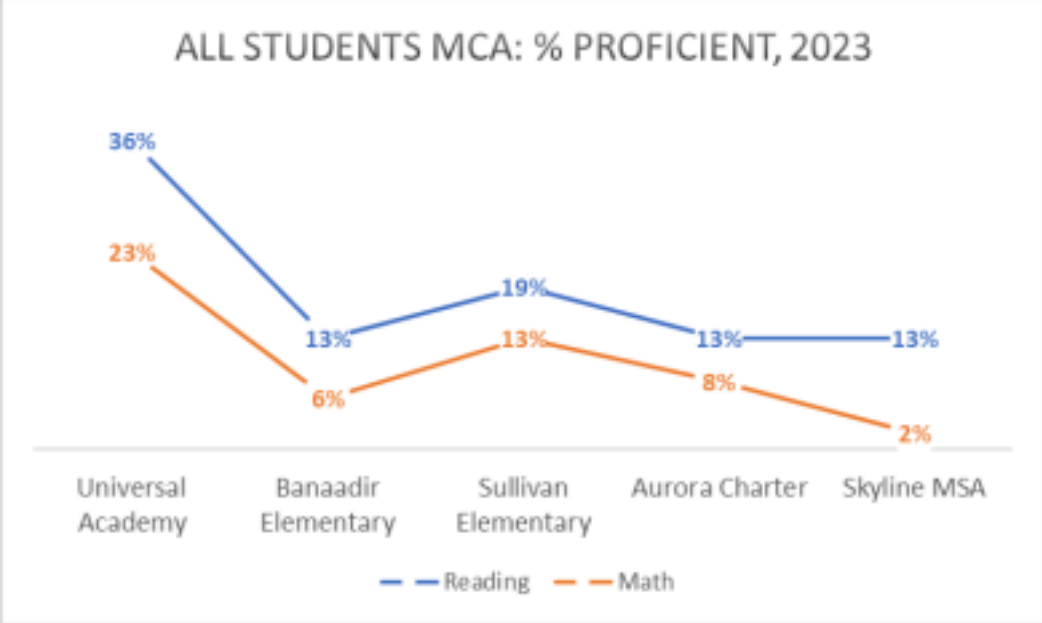
Comparison schools were chosen based on student demographics and their neighborhoods proximity to Universal Academy. Most of the comparison schools have a very similar student population. Sullivan Elementary school has the most dis-similar student population. Sullivan, a Minneapolis district K-5 schools, was selected as comparison schools for gauging how Universal Academy is doing in closing the Achievement Gap and due to their geographical proximity. Aurora Charter School was chosen as a comparison school due

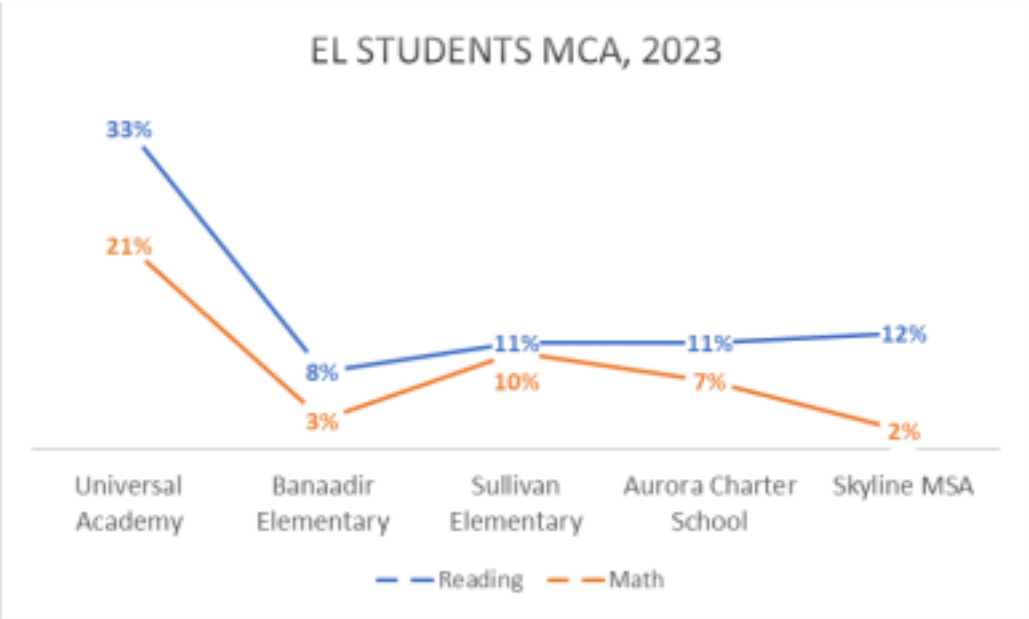
to a similar percentage of EL students. Aurora charter school has been functioning for many years and is well established. Banaadir Elementary is a charter school program with a similar percentage of EL and minority students and is in close proximity to UACS. Skyline Math and Science Academy is also a charter school with similar percentage of demographics at UACS and is close in proximity.



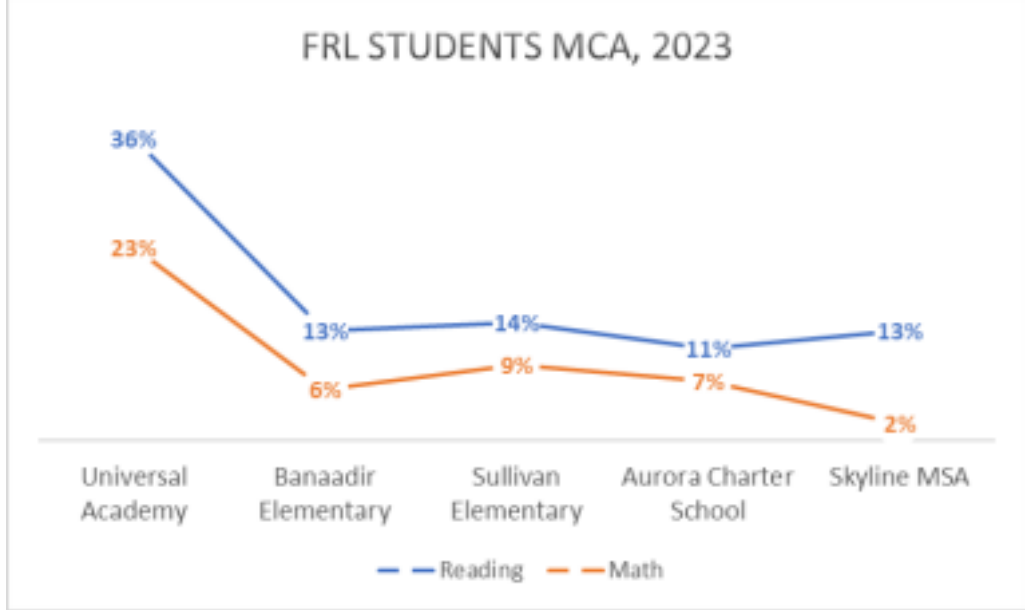
Proficiency data for Universal Academy and for the four comparison schools is shown in the charts below, for all students; then for EL students and for Free and Reduced Lunch-eligible students. Universal Academy results continues to compare well with this set of demographically-similar schools.

Universal Academy Charter School Annual Report & World’s Best Workforce Annual Report: 2022-23 15





Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 16



ACCESS FOR ELLs

WIDA test results from 2023 indicate that Universal Academy students are making strides towards English language proficiency, in this year slightly outperforming statewide averages. On average, English Learners at Universal Academy progressed 49.0% of the way toward their English Language Proficiency targets, compared with 47.3% average statewide. Also, 30.0% of UACS students are meeting their target, compared to 28.9% of EL students statewide.

X. Improvement Plans and Worlds' Best Workforce

Educational Approach and Curriculum / Instructional Philosophy Universal Academy Charter School's instructional philosophy is that multiple curricula and resources must be available along with a learning program responsive to student needs to accelerate the learning of the state standards for all students. It is essential to:

- Analyze data to identify each student's strengths and needs in mastering the state standards in addition to each class as a whole
- Engage students in setting individual goals as well as collective class goals
- Monitor individual and collective progress toward meeting the goals
- Adjust instruction and select resources to accelerate learning. For example, if one curriculum or teaching technique in math doesn't work for a few students, then it is necessary to modify the approach in re-teaching and use additional techniques and resources. UACS makes a commitment to each student to identify what works to accelerate his or her learning as

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 17 monitored through weekly data analysis. UACS implements aligned strategies of Responsive Classroom, Direct and Differentiated Instruction, Sheltered Instruction Observation Protocol (SIOP), and Response to Intervention (RtI) in a results-oriented culture that fosters a growth mindset.

The educational program aims to enable all students to meet challenging academic achievement standards by implementing the following school wide strategies:

- Data-driven Instruction (DDI) in conjunction with Response to Intervention (RtI), · Embedding professional development into daily instruction utilizing instructional coaching and instructional techniques from *Teach Like a Champion* and SIOP.
- Each Friday, in professional learning communities organized by grade level clusters, teachers will use the following resources:
 - 1.0 *Driven By Data: A practice to improve Instruction*, by Paul Bambrick Santoyo. This book serves as a resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.
 - 2.0 *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*, by Doug Lemov.

Lemov carefully observed teachers whose inner-city students perform at dramatically high levels. Then he broke down what they do into carefully described techniques that all teachers can put into practice. This book also serves as a valuable resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.

3.0 *Using the SIOP Model with Pre-K and Kindergarten English Learners*, by Jana Echevarria, Deborah Short, and Carla Peterson; and *Making Content Comprehensible for Elementary English Learners: The SIOP Model, 2nd Edition*, by Echevarria, Vogt and Short; and *99 Ideas and Activities for Teaching English Learners with the SIOP Model* by Vogt and Echevarria. These books also provide strategies that can be implemented depending on student needs to meet goals that the teachers set.

4.0 “I Do” – Teacher models learning target and expectations, and a strategy for the new concept.

“We Do” – Teacher and students work together to practice the strategy modeled

“You Do” – Students model the learning target independent of the teacher. They are divided into small groups for the teacher to refine the learning goals.

Curriculum used in core academic areas includes the following:

- Reading: MyView curriculum provided by Savvas
- Math: Envision 2.0 from Savvas and Reveal Math by McGraw Hill
- Science: iScience and Inspire Science by McGraw Hill
- Social Studies: McGraw Hill
- Writing: Steve Dunn’s Writers Workshop

Universal Academy aims to meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) results as a

Universal Academy Charter School Annual Report & World’s Best Workforce Annual Report: 2022-23 18 benchmark for success. Universal Academy utilizes a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

Universal Academy Performance Framework Goals and Results Universal Academy’s authorizer, Novation Education Opportunities, has a Performance Framework which specifies Academic Performance Indicators in four areas. There are also Indicators in school Climate, Operations, and Finance. The Academic and Climate indicators are summarized below, along with the various Performance Ratings for each. The complete Performance Framework is available for review if needed.

Universal Academy Performance Framework Goals and Results, 2022-23		
I: All Children are Ready for School		
I.A: Early Literacy and Early Numeracy Goals		
Performance Rating	Required for Satisfactory	2023 Results and Analysis

NWEA MAP for Primary Math Targets (Grade K)	60-69 percent of kindergarten students will reach the ready for first grade RIT target score of 159 for math AND/OR improves by at least 10 percentage points from the baseline year	The school's 2019-2023 combined average NWEA MAP for primary math targets rate is 42.7%. From the baseline years 2020-2021 rate of 39.1% the school's proficiency increased to 54.2% in 2023, an increase of 15.1%.
NWEA MAP for Primary Reading Targets (Grade K)	60-69 percent of kindergarten students will reach the ready for first grade RIT target score of 158 for reading AND/OR improves by at least 10 percentage points from the baseline year	The school's 2019-2023 combined average NWEA MAP for primary reading targets rate is 23.3%. From the baseline years 2020-2021 rate of 26.1% the school's proficiency decreased to 29.2%, an increase of 3.1%.

II: All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency, MCA Grades 3-8)

II.A: Attain Grade-level Proficiency- All Students State Comparison

II.B: Attain Grade-level Proficiency- All Students Resident District (Minneapolis) Comparison

Performance Rating	Required for Satisfactory	2023 Results and Analysis
MCA Math proficiency	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year	The school's proficiency rate of 26.3% for 2019-23 is 23.9 percentage points lower than the state's proficiency rate of 50.2%, and 12.7 percentage points lower than the resident district's proficiency rate of 39.0%. From the baseline year 2020-2021 rate of 12.1% the

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 19

Universal Academy Performance Framework Goals and Results, 2022-23		
		school's proficiency increased to 23.4%, an increase of 11.3%.

MCA Reading proficiency	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year	The school's proficiency rate of 38.3% for 2019-23 is 15.3 percentage points lower than the state's proficiency rate of 53.6%, and 12.7 percentage points lower than the resident district's proficiency rate of 39.0%. From the baseline year 2020-2021 rate of 30.3% the school's proficiency increased to 36.6%, an increase of 6.3%.
III: All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency, MCA Grades 3-8)		
III.A: Attain Grade-level Proficiency- FRP Focus Group State Comparison III.B: Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison		
Performance Rating	Required for Satisfactory	2023 Results and Analysis
MCA Math proficiency, Free/Reduced	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	The school's proficiency rate of 25.5% for 2019-23 is 4.0 percentage points lower than the state's proficiency rate of 29.5%, but 10.0 percentage points higher than the resident district's proficiency rate of 15.5%. From the baseline year 2020- 2021 rate of 10.8% the school's proficiency increased to 23.4%, an increase of 12.6%.
MCA Reading proficiency, Free/Reduced	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	The school's proficiency rate of 37.5% for 2019-23 is 2.5 percentage points higher than the state's proficiency rate of 35.0%, and 15.7 percentage points higher than the resident district's proficiency rate of 21.8%. From the baseline year 2020- 2021 rate of 28.1% the school's proficiency increased to 36.6%, an increase of 8.5%.

III.C: Attain Grade-level Proficiency- EL Focus Group State Comparison

III.D: Attain Grade-level Proficiency- EL Focus Group Resident District Comparison

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 20

Universal Academy Performance Framework Goals and Results, 2022-23

Performance Rating	Required for Satisfactory	2023 Results and Analysis
MCA Math proficiency, English Learners	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	The school's proficiency rate of 20.8% for 2019-23 is 5.3 percentage points higher than the state's proficiency rate of 15.5%, and 12.0 percentage points higher than the resident district's proficiency rate of 8.7%. From the baseline year 2020-2021 rate of 7.8% the school's proficiency increased to 14.5%, an increase of 6.7%.
MCA Reading proficiency, English Learners	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	The school's proficiency rate of 28.1% for 2019-23 is 15.2 percentage points higher than the state's proficiency rate of 12.9%, and 20.00 percentage points higher than the resident district's proficiency rate of 8.1%. From the baseline year 2020-2021 rate of 20.9% the school's proficiency increased to 21.4%, an increase of 0.5%.

IV: All Students are Ready for Career and College (as Measured by Growth)

IV.A: Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth

IV.B: Meet or Exceed National Growth Norms- Students at or Above Grade Level Making Medium or High Growth

Performance Rating	Required for Satisfactory	2023 Results and Analysis
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NWEA MAP Growth in Math, Grades 1-8 Students below grade level	Students will achieve a combined growth of 120-150 percent of the average NWEA growth target for the students below grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall Spring assessment.	The school's combined average growth on NWEA MAP for the years 2019-23 is 102.2%. From the baseline rate of 17.8%, the percent of growth made increased to 107.0%, an increase of 89.2 percentage points.
NWEA MAP Growth in Reading, Grades 1-8 Students below grade level	Students will achieve a combined growth of 120-150 percent of the average NWEA growth target for the	The school's combined average growth on NWEA MAP for 2019-23 is 88.0%. From the baseline rate of

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 21

Universal Academy Performance Framework Goals and Results, 2022-23		
	students below grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall Spring assessment.	17.6%, the percent of growth made increased to 86.8%, an increase of 69.2 percentage points.
Performance Rating	Required for Satisfactory	2023 Results and Analysis
NWEA MAP Growth in Math, Grades 1-8 Students at or above grade level	Students will achieve a combined growth of 100-120 percent of the average NWEA growth target for the students at or above grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall Spring assessment.	The school's combined average growth on NWEA MAP for 2019-23 is 105.4%. From the baseline rate of 106.1%, the percent of growth made decreased to 93.2%, a decrease of 12.9 percentage points.

NWEA MAP Growth in Math, Grades 1-8 Students at or above grade level	Students will achieve a combined growth of 100-120 percent of the average NWEA growth target for the students at or above grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall Spring assessment.	The school's combined average growth on NWEA MAP for 2019-23 is 91.9%. From the baseline rate of 93.2%, the percent of growth made decreased to 57.7%, a decrease of 35.5 percentage points.
V: The School Conditions Promote a Climate of Engagement		
Performance Rating	Required for Satisfactory	2023 Results and Analysis
V.A: Attendance Rates, Grades K-8	90-94% Attendance Rate	2022-23 attendance rate of 96.32% earns Exemplary rating
V.B: 5-Point Parent Satisfaction Survey	60-80% of parents agree (4) or strongly agree (5) that they are satisfied with the school.	93.75% parent satisfaction; earns Exemplary rating
V.C: Mobility, Grades K-8	10-15% of students transfer out of school after October 1	2022-23 mobility rate was 5.32%; earns Exemplary rating

Additional World’s Best Workforce Data

Universal Academy has a population, 97% of whom are categorized as Black or African American students. While this is not ideal from a diversity standpoint, it has allowed the school to understand and cater to the unique needs of the student body. As a large percentage of the school are first generation East African Immigrants, the school has developed relationships with the community to comprehensively support families and enhance student learning.

Universal Academy Charter School Annual Report & World’s Best Workforce Annual Report: 2022-23 22

Universal Academy is implementing a thorough Literacy Plan. In all subject areas, Universal Academy strives to implement best-practices instructional strategies as described above in the section on Our Instructional Philosophy and Focus, so that all students can reach grade level standards.

By ensuring that students are literate and on track for education success from an early age, Universal Academy contributes to students’ lifelong learning success. Collaboration with students in developing their academic goals gives them a sense of ownership over their education and provides them with investment in their learning. This sense of ownership and personal investment will enable students to continue setting and achieving goals throughout their life. Early development of academic responsibility and an understanding of

how a High School diploma will impact life-long success with the expectation that students can achieve great things with their lives will go a long way in ensuring students graduate from high school and pursue college or employment.

Parent Survey Results

A total of 32 parents participated in Universal Academy’s survey regarding satisfaction with several aspects of the program; results were as shown below.

Section 1 Statement	Yes	Mostly Unsure	Usually No	Not
Teachers are respectful, receptive, and responsive to input from parents	28	2	4	0
School administration is respectful, receptive, and responsive to input from parents	28	2	4	0

Are you satisfied with the instruction at Universal? 29 1 2 0 Overall are you satisfied with your child's experience at UACS? 29 1 2 0 0

XI. Innovative Practices &

Implementation

Instruction at Universal Academy is intentionally designed to begin the first day of school to meet student needs to ensure students meet Minnesota academic grade level standards. After a student is enrolled and before school begins, student assessment data is collected and formatted for analysis. The teachers analyze this data and map the curriculum based on student performance relative to the state standards for each grade level during their two-week preparation time prior to the first day of school. Teachers identify and prioritize the student needs and strengths and set goals for the students based on the Minnesota state

Universal Academy Charter School Annual Report & World’s Best Workforce Annual Report: 2022-23 23 standards for each grade level for each subject area. According to the student needs, teachers start backward planning from the Minnesota standards. During the two weeks of professional development before school begins, the teachers are trained to use a pacing guide and backward planning to plan instruction to ensure that students remain on track to meet the Minnesota Academic Standards. Then the teachers design specific

interventions to meet student needs. These are considered Tier One interventions because teachers design them to be implemented during whole class instruction. Students receive 120 minutes of daily reading instruction and 120 minutes of math in the general education setting. Students who are at risk for failure in reading or math as identified by the results of the assessments that students take prior to the first day of school receive additional tiered interventions. Students identified as needing additional intervention in Tier II receive the same instruction as Tier I but receive an additional 30- minute block in reading or math in small homogeneous groups for 6 to 8 weeks. Students identified as needing additional intervention beyond Tiers I and II, receive the same instruction as Tier I, but receive 2 additional 30- minute instructional blocks with one-on-one instruction for the duration of the 6 to 8 weeks. Every six weeks student academic performance data is analyzed, and progress monitored to ensure that the intervention is accelerating learning for each student to meet the grade level standards.

Teachers clearly communicate to each student his or her areas of strength and needs, and then identify goals, and strategies for reaching the goals. In addition, students also learn to examine their own work to identify strengths and needs to set goals and monitor their progress toward reaching their goals.

According to John Hattie's *Visible Learning A Synthesis of over 800 Meta-Analyses Relating to Achievement* (2009), the strategies that have the greatest measurable effect on student learning include 1) student self-assessment/self-grading, 2) data-driven instruction, 3) response to intervention, 4) providing formative assessments, 5) teacher clarity, and 6) feedback. Universal Academy ensures teachers and students get prompt, specific feedback on learning with time focused on analyzing and using the data each week to effectively meet student needs and that teachers receive job- embedded professional development for effectively implementing specific instructional best practices that they implement from *Teach Like a Champion* and Sheltered Instruction Observation Protocol (SIOP). In addition to utilizing the principles of data-driven instruction, Response to Intervention, and job embedded professional development in the use of teaching techniques from *Teach Like a Champion* and from SIOP, Universal Academy replicates Harvest Preparatory and Best Academy's study visit protocol of conducting study visits to high performing schools in the state and nation to ensure that Universal Academy's benchmark for success is the highest standard.

Peer study visits are organized in a train-the-trainer model where teacher leaders who participate in the site visit will train the other teachers and paraprofessionals at Universal Academy. The teacher leaders provide leadership in their grade level teams to monitor the impact of the implementation of the strategy on student learning so that teachers can observe whether the adjustments to instruction are accelerating student learning. There are also peer visits every quarter: each teacher is required to visit another teacher's class, and comment on positive aspects of instruction. This promotes teacher cooperation and learning from each other to build an effective academic culture.

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 24

Consistency of quality instruction across all classrooms is also supported through quarterly learning walks carried out by school administrators; the quarterly learning walk will focus on a particular aspect of instruction such as small group processes, student engagement, or Whiteboard configuration including visible learning targets. There is also an annual learning walk carried out by the Authorizer, where other NEO

authorized school leaders and personnel from NEO visit UACS to observe particular aspects of classroom operations, then provide feedback.

Universal Academy's schedule incorporates half-days for students on Fridays throughout the school year. Students spend an hour in Direct Instruction for reading, then do activities, such as quizzes in reading and math, and are dismissed early. Teachers remain for professional development on Friday afternoons, based on pre-planned guidelines for the whole year, with revisions to the schedule as needed depending on developments as the year progresses.

Parent Empowerment continues to be critical at Universal Academy, though most parents lack capacity to directly support their students' learning due to language barriers and lack of educational attainment themselves. There is a parent orientation in August before school starts, including different events for new and returning parents. During this orientation we discuss the World's Best Workforce. Also, during the school year, at least 8 Parent Empowerment Nights are held the second Thursday of each month. Topics addressed included:

- How parents can help their children / academic resources that are available for support ·
- Online security / how to protect your children from cyber-bullying
- Special education and how it can benefit students (also covering RTI / intervention strategies used at Universal Academy)
- English Learner supports – what the school does and how the family can support its students by keeping students' literacy strong in their native language
- Universal Academy's grading system
- Uniforms, school-family communication and conferences
- Importance of school attendance
- Resources available for families

To publicize parent nights, notice is sent out through weekly newsletters distributed on Wednesdays, and there is a robo-call and text message to all parents. In addition, Universal Academy staff make in-person calls to families of students who are at-risk to request that their parents attend the Parent Empowerment Nights.

XII. Instructional Program and Curriculum

Universal Academy's overall instructional program and practices are described below, followed by a summary of curriculum and instructional practices designed around five areas of coaching which are being utilized to help all teachers succeed in supporting their students and ensuring student progress in all areas. Finally, there is a brief discussion of successes and challenges the school experienced during 2022-23.

Goals and benchmarks for instruction and student achievement for all student subgroups.

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 25
Seventy-five percent continuously enrolled students will demonstrate at least one year's progress on NWEA Growth measures.

Process for assessing and evaluating each student's progress toward meeting state and local academic

standards.

Students are assessed weekly, monthly, and by NWEA tests three times yearly and MCA tests once yearly. All of this data is analyzed by teaching staff to evaluate student progress.

Process to review and evaluate the effectiveness of instruction and curriculum.

Universal Academy utilizes standards modelled from Q-Comp to evaluate teachers and has applied to join Q Comp in the future. The curriculum will be evaluated based on teacher feedback, student progress, and parent satisfaction.

Remediation and acceleration practices or programming.

As 80% of the student body are English Learners, UACS does not have a remediation program. Students are given additional supports to support their learning until they no longer need them. Students with a firmer grasp on the curriculum are given more challenging coursework to complete.

Special Education Program

The charter school complies with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education as follows: Universal Academy welcomes and enrolls students regardless of any disabilities or learning challenges. Universal Academy contracts with Designs for Learning for appropriately licensed Director of Special Education, School Psychologist, and related services personnel. Universal Academy employs or contracts with appropriately licensed special education teachers and specialists.

Universal Academy appropriately serves students with IEPs in the least restrictive environment by scheduling time for the Special Education Teacher to teach alongside the classroom teachers and train the classroom teachers on the methods for providing classroom adaptations, accommodations, and modifications. In addition, the Special Education Teacher takes part in the weekly professional learning community in order to promote collaboration among all teachers in order to ensure student inclusion in classroom instruction.

The Child Find process is implemented as follows. Universal Academy's Child Find Process includes collecting data through assessments as well as indirect means, including assessing a child's academic, gross and fine motor skills, receptive and expressive language skills, vision, and cognitive skills. Universal Academy's Child Find Process is designed to facilitate discussion, collaboration, problem solving, and the sharing related to the delivery of instruction and behavior management. School staff, parents, and /or agency representatives have the right to refer the students to the Child Find Team (RtI team) with appropriate evidence, as determined by our contracted Special Education Director and the team.

The RtI Team ensures that interventions are identified and documented, and progress is monitored. After intensive intervention and evaluation (if necessary), final identification of the student will occur and, if

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 26
appropriate, an IEP will be developed. In developing IEP's Universal Academy seeks to provide instruction in the least restrictive environment. Special Education teachers teach alongside classroom teachers to model effective strategies for ensuring that all students have instruction on grade level standards and with school

wide strategies. In addition, Special Education teachers are part of the weekly, interdisciplinary grade level cluster Professional Learning Communities where they share effective strategies, learn from other teachers and monitor progress with school wide strategies.

English Learner Program

All incoming and returning students take the Home Language Questionnaire upon enrollment or at the beginning of each school year. Students whose families identify as speaking a different language at home either take a WIDA test or their WIDA record is requested from their prior school. During the 2022-23 school year, 56% of the student body was identified as EL, as recorded by the primary language spoken in the home.

Pullout support is offered to students who need more intensive instruction in the English language. SIOP is a research-based approach to improving access to content for English learners, as noted above. SIOP strategies are utilized by all general education teachers in their lesson planning and instruction.

Universal Academy contracts with outside experts for ongoing training for teachers in the areas of SIOP and use of WIDA resources and teachers will learn to monitor their progress with implementing the SIOP strategies in the weekly Professional Learning Communities (PLCs) on Fridays. The leadership team and the external expert conduct ongoing teacher observations to provide ongoing feedback and monitor student progress to ensure that the SIOP strategies are implemented effectively.

The curriculum and instructional practices used are as follows.

1. Classroom Environment

a. Teacher Presence

- i. This is created through a teacher's tone of voice, body language and attitude. A strong teacher's presence creates an atmosphere of focus, inspiration and community.
 1. Body Language- A teacher's body language impacts a classroom's culture through the messages that a teacher's eyes, posture and face project to students.
 2. Tone of Voice- A supportive tone of voice can enhance a student's sense of connection with a teacher.
 3. Attitude- An attitude is a settled way of thinking or feeling about someone or something. If a teacher has a positive attitude and believes their students can be successful, that will reflect in their teaching and interactions with their students.
 4. Managing Emotions (Emotional Intelligence)- If a teacher models control of their tone and emotions, students will learn to do the same.

b. Greeting Students

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 27

- i. We will make this a part of the culture here at UACS. All teachers greeting or

acknowledging students as they arrive in the classroom helps create a welcoming environment.

c. Word Wall

- i. A word wall should have meaning for the students. It is a resource for students to use when needing to know the meaning of a word, how to spell a word and how words connect to each other.

d. Whiteboard Configuration

- i. Consistently written in the same space
- ii. I Can Statement and Benchmarks displayed for math and reading

e. Professionalism (business like appearance)

- i. Interactions with students, staff and parents are professional with formal language.
- ii. Maintaining a level of maturity building wide.

f. Classroom Stations (backpacks, textbook stations, workbook stations, small group station) i.

Designated areas in the classroom should have a distinct and obvious purpose. 2. Instructional Procedures

a. I Do, We Do, You Do

- i. Lessons are taught using the gradual release process. For reading and math, gradual release should be completed in each lesson. For writing, gradual release may happen over several days.
- ii. During the I Do, the teacher models and does a think aloud when teaching the skill/strategy of the lesson using an anchor chart.
- iii. During the We Do, more responsibility is given to the student. The students practice the skill/strategy with a partner or in a whole group. The teacher observes, offers feedback and assesses student understanding.
- iv. During the You Do, students take complete responsibility for completing the skill/strategy independently. The teacher continues to observe, offer feedback and assess student understanding.

b. Small Group

- i. Small groups are held during the You Do portion of the reading and math lessons. Teacher pulls groups to work with them directly, beginning with the highest needs group. Subsequent groups should receive teacher feedback on completed work and teacher checks for understanding.

c. Planning

- i. Lesson plans are to be completed in advance and are due the Sunday evening before the lessons will be taught.

d. Curriculum

- i. Designated curriculum is given for reading, math and writing for most grades. In grades 2-6, a word work curriculum is also provided. In grades 3-5, a science curriculum is provided.
- ii. Student work across all subject areas should be organized and legible with neat handwriting.

e. Pacing Guide

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 28

i. The pacing guide is a yearlong resource that teachers complete during teacher orientation. It is a blueprint for what will be taught and when throughout the year. 3. Subject Focus

a. DI

- i. Groups are thought out well (high, med, low). Have your groups up on the SMARTboard and additional slides showing what rotation you are on.
- ii. You should have a strong routine for DI where students should know exactly what is expected. Put a routine up on SMARTboard every day.
- iii. Have additional work for fast finishers.
- iv. Have EA walk around and check workbooks. Give them the answer key.
- v. Student work across all subject areas should be organized and legible with neat handwriting.

b. Writing

- i. I do/think aloud needs to be very strong and explicit. Talk through every step of the strategy aloud to students, even if it seems like a “no brainer” step.
- ii. Turn and talks every minute at least. Turn and talks should only last 15 seconds at most. You should be listening to conversations. You can use turn and talks during “I do/think aloud” but don’t let students share aloud and you as the teacher do the thinking aloud. For example: If you are teaching synthesis for the first time and you are constructing your new article, you may say “I see that I wrote on our t-chart for article 1 that Martin Luther King Jr. started college at 15 years old. I see that in article 2 it tells me that he started college at 15 but I also see new information that he attended Morehouse College and earned a degree in sociology. Turn and talk to your partner about how we can combine that information for our new article.” You then bring back the turn and talk and take it over as the teacher and think aloud through the process. “In article 1, the information I have is that he attended college at 15 years old. In article 2, the information I have is the name of the college (morehouse) and what he studied. I could combine this information into one sentence by writing “King attended Morehouse College at 15 earning a degree in sociology.”
- iii. Student work across all subject areas should be organized and legible with neat handwriting.

c. Math

- i. Strong I Do/Modeling of strategy for the day.
- ii. I can statement is read aloud by students or for younger students, repeat after the teacher.
- iii. Anchor chart of strategy made with students. Pre-thought out problem for anchor chart.
- iv. Homework section in curriculum is completed in class as classwork
- v. Students use other resources from the curriculum (additional practice, reteach for understanding, etc.) for homework or outside resources for homework. However, please make sure you and your grade level partner are assigning the same thing for

homework.

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 29

vi. Student work across all subject areas should be organized and legible with neat handwriting.

d. Reading

i. Strong I do, we do, you do.

ii. Explicit instruction on strategy for the lesson with anchor chart made WITH the students.

iii. I can statement is read aloud by students or for younger students, repeat after the teacher.

iv. Reading workbooks being used.

v. The lessons should be reviewed from the previous lesson. This means the teacher references the previous lesson and how it connects to the present lesson if applicable.

vi. Student work across all subject areas should be organized and legible with neat handwriting.

e. Science

i. 3-5: Using science curriculum to deliver science lessons based on MN standards. ii. K-2: Teacher's use the MN Standards for Science to create lessons. Teachers can use the Science Binders as a resource.

iii. Student work across all subject areas should be organized and legible with neat handwriting.

4. Feedback

a. Homework

i. Teachers can utilize Savvas for daily homework resources for math and reading including the Additional Practice or Lesson Quiz worksheets for math. Teachers/EAs provide written feedback on homework and it is returned/entered on JMC in a timely manner.

b. Classwork

i. Classwork is completed in full in class and checked by the teacher with WRITTEN feedback (smiley face, checkmark, percentage, fraction etc.)

ii. Answer Key is printed and available for EA to use to also provide feedback. c.

Quizzes

i. Quizzes are graded and tracked weekly and returned to students in Wednesday envelopes.

d. Honor Roll

i. Honor Roll takes place at the end of Quarters 1, 2 and 3 during the school day. The purpose of Honor Roll is to recognize students who have received A's and B's the previous quarter. Teachers will make certificates for each student and the grades they received. Parents are encouraged to attend.

1. Gold All A's

2. Silver all A's and B's

3. Bronze All B's

4. Consolation all ABCD

5. Data Collection

a. Weekly Quizzes

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 30

i. Quizzes are given every Friday for core subjects (Math and Reading for k-6 and Math, Reading, Science, SS, Writing for 7-10)

ii. The quiz questions are taken from the curriculum and the Quizzes are submitted each week at the weekly Data Meetings. UACS believes that following the curriculum's provided assessment questions is the best way to assess with rigor and ensure that students are ready for the type of questions they will see on their NWEA and MCA tests.

iii. Teacher's will bring the completed quizzes to the data meetings for reference during the analyzing of the tracker.

b. Trackers

i. UACS Teachers grades K-10 will fill out a weekly Data Tracker after students have completed their weekly quizzes in their core subjects.

ii. Weekly trackers will be analyzed before the teacher creates the weekly lesson plan.

The trackers will guide the teacher to create small groups and decide who needs to be retaught and retested on the previous week's standards.

iii. The tracker is the first line of defense against a student falling behind. c.

Data Meetings

i. All teachers will have weekly data meetings scheduled with their Academic Excellence Team Leader. Teachers will provide their previous week's Tracker, following week's Lesson Plans, and following week's Quizzes to the Team Leader. Teachers will bring the completed student quizzes to the meeting so they can be analyzed.

ii. The trackers will be shared with the Academic Team Leader and discussed at the weekly Data Meetings. Teachers will discuss progress, differentiation, and goals for students who are lagging behind as well as students who need to be challenged as well as look at the Lesson Plan provided on Sunday.

iii. Teachers and Team Leaders will revisit the pacing guides frequently to make sure the class is on track to finish the curriculum in time for the MCA test if applicable. iv. The data

meeting is a second line of defense against a student falling behind. This is a chance for the teacher to discuss plans and look for guidance when a student continues to struggle or is exceeding expectations and needs to be challenged. d. Data Day

i. Each teacher will participate in a Data Day meeting at the end of quarter 1-3. The purpose of this meeting is to review the final grades for all students, discuss the parent contact binder, and discuss the lesson plan binder.

ii. During the meeting students will be noted who have all A's and students who have D's and F's. Plans for these students should be discussed and revisited throughout the following quarter's weekly Data Meetings.

iii. Teachers will submit their final grades before meeting with their Academic

Excellence Team Leader. After the meetings the report cards will be printed and distributed to the teachers by Admin

iv. Teachers will distribute the report cards to families during Parent Teachers Conferences.

e. NWEA

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 31

i. The NWEA Map Growth Test is a test given to assess students' growth throughout the year. The test will pinpoint the mastered level of ability for the student and then provide a goal for adequate growth based on their individual level. UACS looks for "High Growth" from all students focusing on "High Growth" for students who are below grade level in order to bring them up to grade level.

ii. Homerooms will take the math and reading NWEA 3 times a year Fall, Winter, and Spring.

iii. Before the test is given, teachers will share the student's Goals with individual students so students can learn their strengths and weaknesses.

iv. After the test the teacher will analyze the results of the test and share those results with the students and parents at the next Parent Teacher Conference.

v. If a student does not take the NWEA test seriously or rushes through the test it can be retaken.

vi. The results of this test are shared with stakeholders to prove the growth of students and the school's success.

f. MCA

i. The MCA (Minnesota Comprehensive Assessment) is a state standardized test that compares a student's individual achievement against the state standards for Math and Reading and Science (Science is only tested in grades 5/8/9).

ii. It is important that students take this test seriously and realize that they cannot retake this test.

iii. The test is supervised by Admin and the schedule is created by admin and posted to the school's website before the year begins.

iv. Teachers should teach all standards covered on the MCA before students take the MCA. This should be evident based on the pacing guides submitted by each teacher. This will be reviewed and followed up with during the weekly Data Meetings.

g. WIDA

i. Kindergarteners are tested with the Kindergarten Screener during the first month of school.

ii. All new students are tested with the WIDA Screener during the first month of school.

iii. As new students arrive, they are tested with the WIDA screener during the first month they are at UACS.

iv. All students who qualify for EL services are tested annually using the WIDA ACCESS Exam. The testing window is typically the end of January to the middle of March. During ACCESS testing, students will be tested in one of the upstairs testing rooms. The testing schedule will be created and shared with the staff.

Successes

Successes of the Universal Academy program during 2022-23 included the following:

- Teacher/Parent communication is essential to maintaining students' learning throughout the year. This was facilitated during 2022-23 by creating WhatsApp chat groups for classes and using the SeeSaw app to translate texts from English into Somali, successfully breaking down the language barrier.

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 32
These practices were continued during 2022-23, and supported better communication between teachers and parents. Also, parent empowerment nights continued during 2022-23 in person. Universal Academy benefited from high attendance at parent nights.

- Universal Academy continued to focus on building a positive school culture through k-6th grade Monday Morning Meeting, and 7-9th grade Friday Morning Meetings. These large weekly assemblies focus on Character Education at the appropriate age level, include student and staff shout outs for positive reinforcement, and go over weekly calendar events and classroom highlights. These meetings are a fantastic way to build school community and make sure that everyone is on the same page.
- *Data-meetings among teachers and administration continued to be successful and beneficial.* These weekly meetings helped staff stay current on student successes and challenges, so that interventions could be relevant and rigorous. They helped staff analyze data together and decide the best path for reteach and retest when needed.
- Parent satisfaction remained high, as seen in Parent Survey results as well as communicated from parents to staff. Parent Empowerment Meetings returning to in person was a huge success. Parents enjoyed coming safely into the building and seeing staff as well as the opportunity to share a meal with admin and discuss their student's progress.

Challenges

Challenges which the Universal Academy program continues to address include the following:

- Over half of the students Universal Academy serves are below grade level in basic academic skills upon entering the school. The program is designed to serve these students, and seeks to build their academic skills while supporting language acquisition at the same time, but this remains challenging.
- Parents have difficulty helping students academically due to language barriers, low educational achievement themselves, and lack of knowledge of the American educational system. Moreover, most students don't go directly home after school but go to daycare at various sites, often staying late into the evening as parents are working. Students may lose items sent home from school, and the daycare sites are typically not conducive to doing homework.
- Effectively implementing technology use at home has continued to be a struggle for UACS. Parents access to effective internet and quality devices continues to be a challenge.
- Attracting and recruiting high-quality, experienced teachers remains a struggle for UACS. Recruitment and retention of Title I and EL teachers is particularly challenging. The 2022-2023 school year saw a huge challenge recruiting teachers across all positions. This seemed to be a common occurrence for

schools across Minneapolis. After the pandemic there seems to be a dip in teacher interest so marketing UACS as a superior education was important to attract teachers. The UACS staff was stretched very thin and people held multiple positions to make sure that students were still held to high quality academic standards.

- Reading Street by Savvas was discontinued and UACS implemented a new language arts curriculum. UACS chose to stay with the Savvas program and moved to their new MyView curriculum, for grades K-6. This was a challenge because returning teachers needed to spend extra time learning the new

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 33
curriculum and implementing the changes. UACS took this decision very seriously and reviewed several other curricula before ultimately staying with the Savvas program. UACS created a team to discuss the curriculums and compare the curriculums to UACS goals and plans. UACS is satisfied with the decision to use MyView and looks forward to watching this curriculum succeed.

- Regulating issues caused by Social Media use is becoming more of a challenge for UACS. Students are bringing their social media issues to school, and it is causing more arguments and challenges in the classroom than in years past. UACS has a strict no phone policy so we do not see those issues coming from students using their phones in school, only from issues after school hours that they bring back up when they see each other. Students are staying up late and using their phones more than in the past and we hear this as a complaint from parents as well.
- The widespread use of after school daycares is proving to be a challenge for UACS families. A good amount of students spend a long time after school at daycare where they may not have adequate space to complete homework, rest, and effectively communicate with their peers. There are many times that we discover that our students who are struggling behaviorally or academically are students who spend their entire afternoon and evening at daycare and don't return home until bedtime.

School Calendar

During the 2022-23 school year, UACS served students in grades pK-9. Classes operated for 173 days, and 1139 hours¹. A snapshot of the school's school year calendar that includes total annual instructional days is included as Attachment 1.

XIII. Equitable Distribution of Diverse, Effective, and In-field Teachers

Universal Academy strives to recruit and retain diverse, effective, and appropriately licensed teachers. The school seeks teachers who are committed to serving our particular student population, and provides professional development to support all teachers in improving their practice. For a single-site charter school, the issue of distribution of teachers does not apply as it would in a school district operating multiple schools. As Universal Academy prepares to open its second site in the fall of 2024 (see Future Plans), it will seek to recruit and place the best-qualified educators available to ensure a successful start in the new location.

XIV. Future Plans


- 1) Universal Academy is in the process of expanding. First, the school is establishing a high school at its current site; this began with grade 9 in 2022-23; grade 10 is being added for the 2023-24 school year,

¹This calculation is based on 141 regular learning days and 32 Fridays; regular days include 7 hours, Fridays 4.75 hours.

Universal Academy Charter School Annual Report & World's Best Workforce Annual Report: 2022-23 34
juniors will be served beginning 2024-25, and the school will graduate its first class of seniors in the spring of 2026.

- 2) To meet parent demand throughout the Metro Area, Universal Academy also plans to open a second site. The school has been approved for this expansion, and as of fall 2023 has identified a potential site in Burnsville, Minnesota. School leadership hopes to open this site in the fall of 2024; if this is not possible the school will continue to seek an appropriate location for a second site.
- 3) Bringing all students back up to grade level after the interrupted school years of 2019-20 and 2020-21. The shift to distance learning in the spring of 2020 and throughout the 2020-21 school year resulted in learning losses which continue to impact Universal Academy students. This is particularly noticeable with students who began education during the interrupted years, i.e. 2022-23's 3rd and 4th graders, who were in Kindergarten and first grade when the pandemic began. Curriculum and instructional strategies for effectively supporting all students and bringing them up to grade level, are as described in the Instructional Program and Curriculum section above.
school year remains a high at Universal Academy. The school made progress on this aspect during 2021- 22 but much remains to be done, as described throughout this report.
- 4) UACS hopes to create a science lab in an unused classroom, as well as host a Science Fair. This is in progress as of fall 2023. School administration is in communication with an architect – plans need to be articulated, for re-design of the physical space, after which builders will be sought for the science lab.

Attachment 1: School Calendar

 <p><i>Success for All</i></p> <p>UNIVERSAL ACADEMY</p> <p>Calendar Legend</p>	<p>No School for Students</p> <p>No School for Students + Staff</p> <p>Data Day: Students No School</p> <p>SPECIAL SCHOOL EVENT</p> <p>DISTRICT/STATE TESTING</p> <p>NEW QUARTER BEGINS</p>	<p>Jan. 9-29 NWEA (Winter) Jan. 12 Parent Empowerment Night Jan. 16 No School MLK Day Jan. 30 Quarter III Begins Jan. 30-Feb 24 WIDA testing 1-9</p> <p>Feb. 3 – Data Day No Students Feb. 6-10 Book Fair Feb. 9-10 Conferences (QII) Half day for students Feb. 13-17 Writing Training Feb. 16 PEM and Honor Roll Feb. 20 No School Presidents' Day</p>	<p>JANUARY 2023</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>FEBRUARY 2023</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S	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					S	M	T	W	T	F	S				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											
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