Monday, February 4, 2019
7:00 p.m.

Council Chambers
5200 85th Avenue North

COUNCIL WORK SESSION – AGENDA #4

If due to a disability, you need auxiliary aids or services during a City Council Meeting, please provide the City with 72 hours' notice by calling 763-493-8141 or faxing 763-493-8391.

Our Vision: Brooklyn Park, a thriving community inspiring pride where opportunities exist for all.

Our Brooklyn Park 2025 Goals:

• A united and welcoming community, strengthened by our diversity • Beautiful spaces and quality infrastructure make Brooklyn Park a unique destination • A balanced economic environment that empowers businesses and people to thrive • People of all ages have what they need to feel healthy and safe • Partnerships that increase racial and economic equity empower residents and neighborhoods to prosper • Effective and engaging government recognized as a leader

A. CALL TO ORDER – Mayor Jeffrey Lunde

B. GENERAL INFORMATION
None

C. DISCUSSION ITEMS/GENERAL ACTION ITEMS – These items will be discussion items but the City Council may act upon them during the course of the meeting.

C.1 Resolution Urging Protection for Liberians on Deferred Enforced Departure (DED)
- **A.** RESOLUTION

****Recess To The Steve Lampi Room To Continue The Council Work Session****

C.2 Bottineau Boulevard (County State Aid Highway 81) Roadway Reconstruction from 71st Avenue to 83rd Avenue – Project Update
- **A.** CONSTRUCTION STAGING AND DETOUR ROUTES
- **B.** FULL CLOSURE NOTICES

C.3 Traffic Operation Modifications at Monroe Elementary School

C.4 City Hall Remodel Discussion

C.5 Excell Academy
- **A.** MAP
- **B.** REQUEST LETTER
- **C.** ANNUAL REPORT

D. VERBAL REPORTS AND ANNOUNCEMENTS
- **D.1 COUNCIL MEMBER REPORTS AND ANNOUNCEMENTS**
- **D.2 CITY MANAGER REPORTS AND ANNOUNCEMENTS**

E. CLOSED SESSION

E.1 Close the Meeting Pursuant to MS Section 13D.05, Subd. 3(B) to Discuss Matters Protected by the Attorney Client Privilege Relating to Property Located at 8401 West Broadway – Recess to Closed Session

F. ADJOURNMENT

City of Brooklyn Park
Council Work Session

Meeting Date:	February 4, 2019	**Originating Department:**	Administration
Agenda Item:	C.1	**Prepared By:**	Wokie Freeman-Gbogba, Assistant City Manager
Agenda Section:	Discussion Items/ General Action Items	**Presented By:**	Council Member Wynfred Russell
Item:	Resolution Urging Protection for Liberians on Deferred Enforced Departure (DED)		

City Managers Proposed Action:

MOTION _____, SECOND _____, TO WAIVE THE READING AND ADOPT RESOLUTION #2019-____ URGING PROTECTION FOR LIBERIANS ON DEFERRED ENFORCED DEPARTURE (DED).

Summary:

The Mayor proclaimed February 2019 as Deferred Enforced Departure (DED) Awareness Month in Brooklyn Park at the January 28, 2019 City Council Meeting. Honorary Consul General Jackson K. George, Jr. of the Republic of Liberia also gave a presentation highlighting the contributions Liberians have made in Brooklyn Park and the importance of the federal Deferred Enforced Departure (DED) for Liberians. DED is a discretionary decision made by the President to protect a class of individuals, namely Liberian nationals, from deportation. Liberians with DED status are eligible to receive work permits and reside in the United States until the expiration of that status, which is March 31, 2019.

An estimated 4,000 Liberians without alternative opportunities to remain in the United States will lose protection when DED expires, and Brooklyn Park is home to one of the largest Liberian communities in the country, estimated at over 10,000. Many of these Brooklyn Park residents have rented and purchased homes, served as hard-working employees and volunteers, established and supported businesses, as well as planted families here in the United States for the past 40 years. They seek an extension of the DED status and a legal pathway to permanent immigration status, which would allow them to continue to support their families and the community.

The resolution urges the Minnesota Congressional Delegation to pressure Congressional leadership to act swiftly to protect our Liberian neighbors and friends by passing comprehensive immigration reform and by urging President Donald Trump to reinstate DED, if legislation is not passed in time by the March 31, 2019 deadline.

Attachments:

C.1A RESOLUTION

RESOLUTION #2019-

RESOLUTION URGING PROTECTION FOR LIBERIANS ON DED

WHEREAS, Liberians have called Brooklyn Park and Minnesota home for over 40 years; and

WHEREAS, Brooklyn Park is home to the largest population of Liberians in the United States, and they are a significant portion of our community; and

WHEREAS, they are part of the social fabric of our community and contribute to the success of the United States and Brooklyn Park as educators, nurses, caregivers, politicians, business owners, students, volunteers, retirees, and in many other roles; and

WHEREAS, on March 31, 2019, Liberian Deferred Enforced Departure (DED) is set to expire leaving about 4,000 DED holders, many of whom reside in Brooklyn Park, in limbo and without status; and

WHEREAS, this will cause many families to be separated and broken up, some will close their businesses, and some will be forced to sell their homes; and

WHEREAS, their departure from our schools, businesses and places of work will have a huge negative impact on the economic and social state of our City; and

WHEREAS, our immigration system has failed and we need Congress to pass legislation protecting and providing a pathway for citizenship for DED holders.

NOW, THEREFORE, BE IT RESOLVED by the City Council of Brooklyn Park that we are urging the Minnesota Congressional Delegation to pressure Congressional leadership to act swiftly to protect our Liberian neighbors and friends by passing comprehensive immigration reform and by urging President Donald Trump to reinstate DED, if legislation is not passed in time by the March 31, 2019 deadline.

BE IT FURTHER RESOLVED that the City Manager of the City of Brooklyn Park is directed to send a copy of this resolution to the Minnesota Congressional Delegation.

City of Brooklyn Park
Council Work Session

Meeting Date:	February 4, 2019	**Originating Department:**	Operations and Maintenance
Agenda Item:	C.2	**Prepared By:**	Mitch Robinson, Civil Engineer
Agenda Section:	Discussion Items/ General Action Items	**Presented By:**	Kelly Agosto (Hennepin County Project Manager)
Item:	Bottineau Boulevard (County State Aid Highway 81) Roadway Reconstruction from 71st Avenue to 83rd Avenue – Project Update		

Summary:

Hennepin County is in the final design phase for the reconstruction of Bottineau Boulevard from 71st Avenue to 83rd Avenue and Brooklyn Boulevard between Xylon Avenue and east of Jolly Lane. The reconstruction will consist of upgrading 1.6 miles of roadway from a four-lane to a six-lane section, utility replacement, and pedestrian and signal improvements. Brooklyn Park City Council approved the preliminary layout for this project on February 5, 2018.

To expedite the reconstruction project, Hennepin County will do full closures along Bottineau Boulevard and Brooklyn Boulevard. The closure will be broken up into three phases spread across two construction seasons. Stage 1A would occur from summer to fall in 2019 and would reconstruct Bottineau Boulevard from 71st Avenue to Brooklyn Boulevard. Stage 1B would occur from fall to winter in 2019 and would reconstruct Brooklyn Boulevard from Xylon to east of Jolly Lane as well as the Brooklyn and Bottineau Boulevard intersection. Stage 2 would occur from spring to winter in 2020 and would reconstruct Bottineau Boulevard from Brooklyn Boulevard to 83rd Avenue. All closures will be reopened during winter months.

A full closure was adopted for this project due to the readily available detour routes along West Broadway, 85th Avenue, I-94, and TH 169. There are also several benefits to a full closure for this project which include:

- Safety for both the worker and roadway users
- Accelerated construction timeline (two years vs three years)
- Lower overall construction costs
- Fewer stages to navigate during construction

City staff is requesting Hennepin County ask MNDOT for approval of use of their roadways (I-94 and TH 169) for detouring regional traffic away from this area. City staff requested Hennepin County develop a local management traffic plan in place to minimize cut-through traffic on local roads and develop a signage plan to direct residents to local businesses.

County staff did community outreach to businesses and residents in the reconstruction area along CSAH 81 and the proposed detour routes along West Broadway and 85th Avenue. The outreach included in-person visits with businesses as well as mailing a letter to businesses and residents. While businesses are concerned about the full closure, they seemed to prefer the expedited construction schedule.

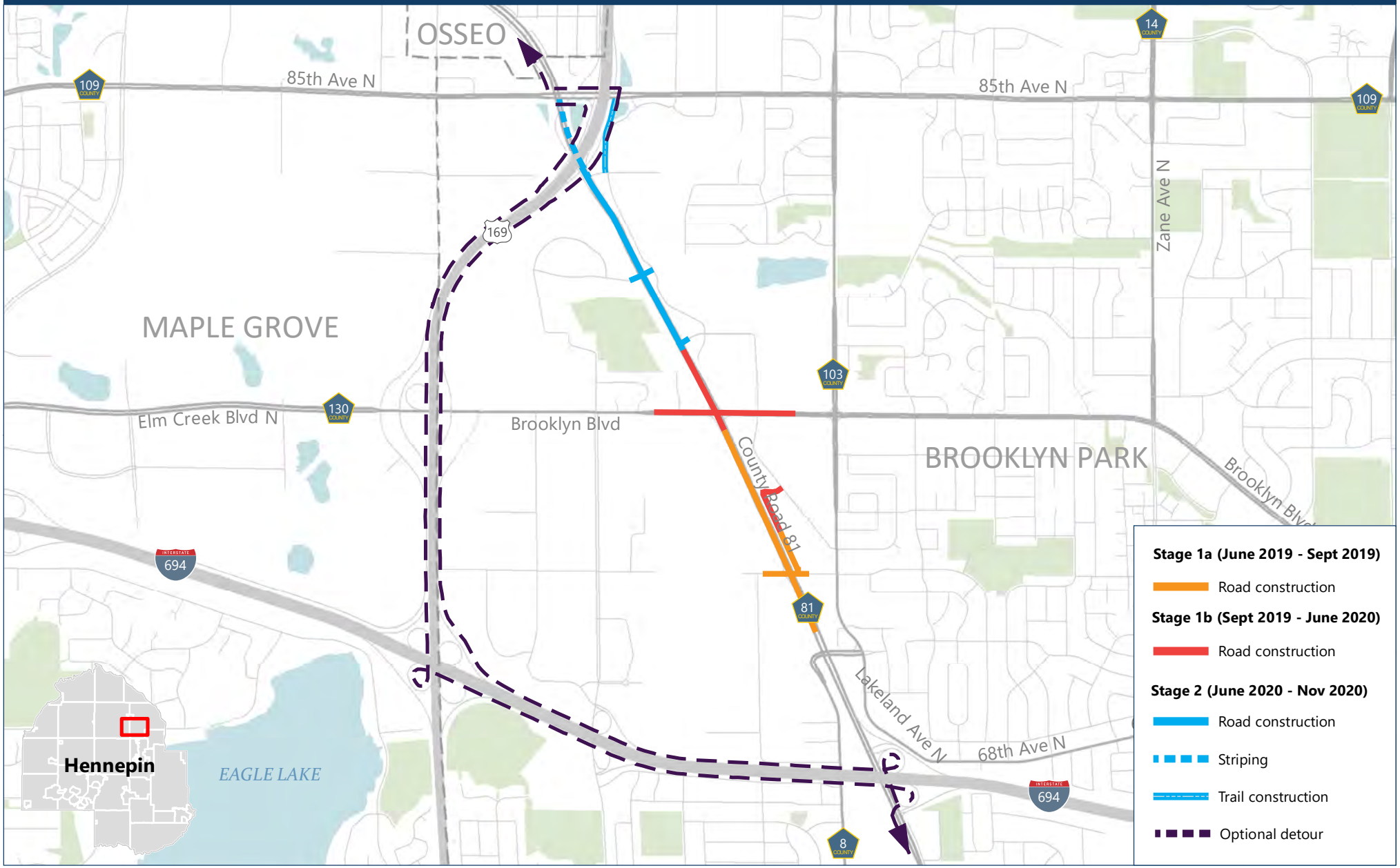
Attachments:

C.2A CONSTRUCTION STAGING AND DETOUR ROUTES
C.2B FULL CLOSURE NOTICES

Bottineau Boulevard (County Road 81)

Construction detour option (June 2019 - Nov 2020) | Hennepin County Public Works

HENNEPIN COUNTY
MINNESOTA



Disclaimer: This map (i) is furnished "AS IS" with no representation as to completeness or accuracy; (ii) is furnished with no warranty of any kind; and (iii) is not suitable for legal, engineering or surveying purposes. Hennepin County shall not be liable for any damage, injury or loss resulting from this map.

N

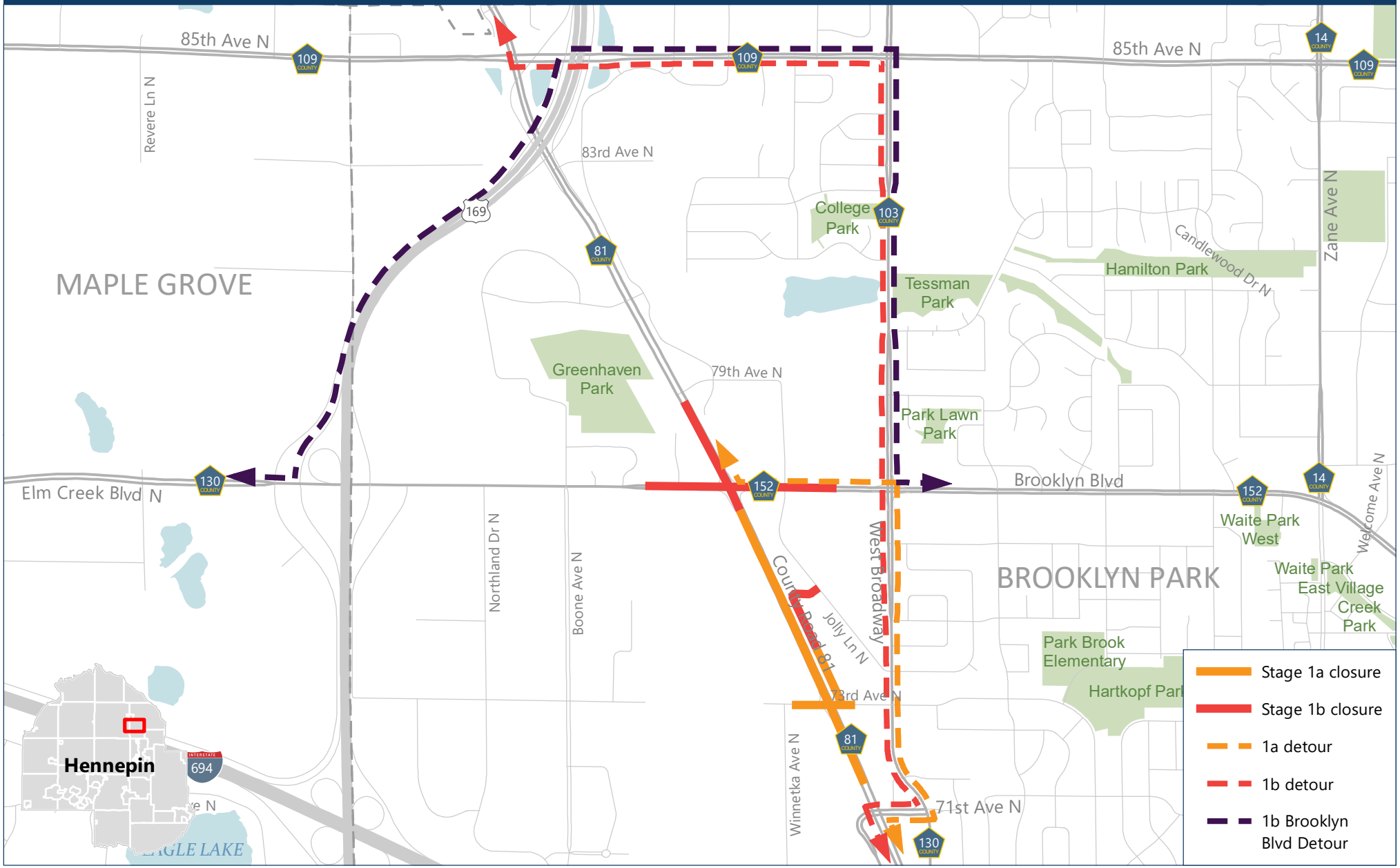
0 0.5 1 Miles

Publication date: 1/30/2019

Bottineau Boulevard (County Road 81)

Construction stage 1 detours (June 2019-June 2020) | Hennepin County Public Works

HENNEPIN COUNTY
MINNESOTA



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N

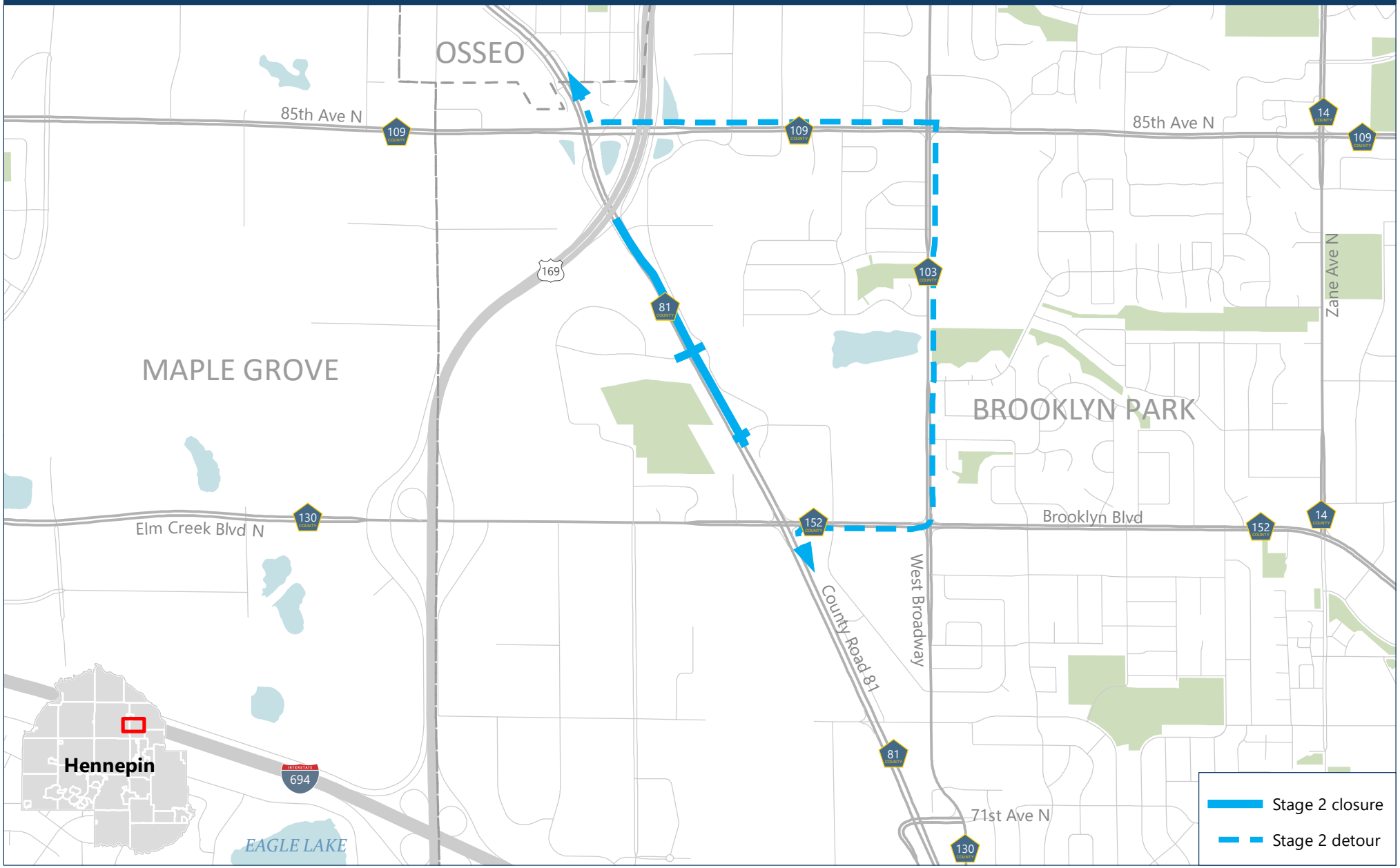
0 0.5 1 Miles

Publication date: 10/23/2018

Bottineau Boulevard (County Road 81)

Construction stage 2 detour (June 2020 - November 2020) | Hennepin County Public Works

HENNEPIN COUNTY
MINNESOTA



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N

0 0.5 1 Miles

Publication date: 10/19/2018

HENNEPIN COUNTY
MINNESOTA

January 16, 2019

Dear business owner/manager,

Hennepin County and the City of Brooklyn Park have partnered to reconstruct Bottineau Boulevard (County Road 81) between West Broadway and 83rd avenues. Construction is expected to begin in 2019.

You are being sent this message because this construction work may alter how you, your employees and customers/clients get to your business. We will maintain access to your business.

Closing roads to accelerate schedule and provide safer work zone

Knowing how construction can inconvenience people driving through the area and local businesses, we have found a way to complete major construction activities during two construction seasons.

This staging has an additional benefit as it keeps the area safer for men and women working on site, as well as for the traveling public.

To complete major construction by 2020, the segment of road that is being worked on during a construction season would need to be fully closed in both directions. We anticipate:

- Starting in spring 2019, Bottineau Boulevard will be closed from north of 71st Avenue to just south of the intersection Brooklyn Boulevard (County Road 152).
- Later in the 2019 construction season, the closure will begin just south of the intersection with Brooklyn Boulevard to just south of 79th Avenue. Brooklyn Boulevard will also be closed between Xylon Avenue and Jolly Lane. This means the intersection of Bottineau and Brooklyn boulevards will be fully closed.
- Between winter 2019 and spring 2020, all roads, including the intersection of Bottineau and Brooklyn boulevards, would be open.
- Once construction restarts in spring 2020, Bottineau Boulevard will be closed between 79th and 83rd avenues through the end of construction in fall/winter 2020.

During construction seasons, West Broadway (County Road 103 and 130) and 85th Avenue (County Road 109) will be used for detour routes for through traffic. Access will be provided to local destinations.

Supporting businesses in the area

The county and the city are dedicated to keeping the area accessible, as well as providing information and updates throughout the project. We will:

- Provide access to all businesses, faith communities, education facilities and residences.
- Offer signs and maps to help people navigate the area.
- Communicate all changes in access and detours ahead of time.
- Provide opportunities to meet with the project team.
- Offer resources for staying connected should issues arise.
- Work with public transportation, schools and emergency services to make sure services will be provided to the area.

As we finalize our designs for this project, you can contact Kelly Agosto, P.E., at 612-596-0365 or *kelly.agosto@hennepin.us* with any questions or concerns. Complete contact information will always be available at *www.hennepin.us/bottineauboulevard*

Thank you in advance for your understanding.

HENNEPIN COUNTY
MINNESOTA

January 16, 2019

Dear resident,

Hennepin County and the City of Brooklyn Park have partnered to reconstruct Bottineau Boulevard (County Road 81) between West Broadway and 83rd avenues. Construction is expected to begin in 2019. **You are being sent this message because you live directly next to a proposed detour route.**

Detours will impact traffic in the area

Current plans show the project being completed in two construction seasons. To accomplish this, we will be fully closing segments of Bottineau Boulevard and Brooklyn Boulevard (County Road 152) in the area for several weeks at various stages. During construction seasons, **West Broadway (County Road 103 and 130) and 85th Avenue (County Road 109) will be used for detour routes.** We also anticipate some people will use I-94 and Highway 169.

Supporting residents in the area

The county and city are dedicated to keeping the area accessible, as well as keeping people informed and connected. We will:

- Provide access to all businesses, faith community, education facilities and residences.
- Work to manage traffic in the area, including taking steps to reduce cut-through traffic in neighborhoods.
- Communicate all changes in access and detours ahead of time.
- Work with public transportation, schools and community services to make sure services can be provided to the area.
- Offer resources for staying connected should issues arise.

As we finalize our designs for this project, you can contact Kelly Agosto, P.E., at 612-596-0365 or *kelly.agosto@hennepin.us* with any questions or concerns. Complete contact information will always be available at *www.hennepin.us/bottineauboulevard*

There will be additional outreach to the neighborhoods near the work zone and detour routes in the weeks ahead. And, there will be opportunities for you to meet with the project team.

Thank you in advance for your understanding.

City of Brooklyn Park
Council Work Session

Meeting Date:	February 4, 2019	**Originating Department:**	Community Development
Agenda Item:	C.3	**Prepared By:**	Cindy Sherman, Planning Director
Agenda Section:	Discussion Items/ General Action Items	**Presented By:**	Cindy Sherman and Jeff Holstein, Transportation Engineer
Item:	Traffic Operation Modifications at Monroe Elementary School		

Summary:

Staff will be providing an overview of proposed access/operation changes at Monroe Elementary School and the outreach plan to inform area residents.

City of Brooklyn Park **Council Work Session**			
Meeting Date:	February 4, 2019	**Originating Department:**	Operations and Maintenance
Agenda Item:	C.4	**Prepared By:**	Dan Ruiz, O&M Director Wold Architects and Engineers
Agenda Section:	Discussion Items/ General Action Items	**Presented By:**	Dan Ruiz, O&M John McNamara, Wold
Item:	City Hall Remodel Discussion		

Summary:

The goal of this discussion is to:

- Give an update on the City Hall remodeling project
- Discuss project highlights
- Discuss updated cost estimates and project timeline

Background:

The current City Hall building was constructed in 1991 to be a minimum 50-year structure. Nearing mid-life, it has undergone several minor modifications to its floorplan and several remodeling projects including Council Chambers AV equipment, the roof, and conference rooms.

A 2012 City Hall study looked at the space needs for the next 10-15 years including physical changes to the floor plan to enable staff to continue providing high level service to customers/residents. This study recommended several phases of rehabilitation. Phase I was completed in 2012 with the remodeling of the customer service area and Lampi conference room.

Phase II and III, which were recommended for 2014-2016, have not been completed. They recommended a major remodeling of the first floor with mechanical and boiler improvements, replacing windows, cubicles, furniture, improvements to counters and the computer room.

Since 2012, there have been several changes to department structure and city leadership. Improvements have been delayed in order to reassess rehabilitation needs at City Hall.

Wold Architects and Engineers was hired to assess and design an updated plan for City Hall rehabilitation based on current and future needs of customers and staff. The City Council discussed the City Hall rehabilitation project on August 28, 2017, November 6, 2017 and February 5, 2018.

Staff recommendations for the project included:

- Remodel 1st and 2nd floor (i.e. cubes, furniture, carpet, etc.)
- Add perimeter heat to outside facing walls to address heating issues
- Reduce the number of service counters to improve the customer experience
- Add small meeting rooms to provide secure and private meeting with customers
- Reorganize departments to gain efficiency
- Add flexible and collaborative space to accommodate full-build out of City
- Modernize restrooms and improve handicap accessibility
- Facility reinvestment (HVAC, windows, parking lot)
- Provide additional public conferencing space
- Enhance building security

- Relocate DMV to improve lobby and waiting space.
    - This addresses increased security needs with additional space
    - Title work continues to increase and soon titles will be available on site

To accomplish and enhance the recommendations above, a small two-story addition to the east end of the building is proposed off the Kakata conference room. DMV services would relocate to the first level of the addition, which would create more flexible and collaborative space for the remaining staff/services on the first floor. The second floor above the Kakata room and the addition would serve as conferencing space and an office area for City Council members to work and/or meet with constituents.

City staff worked with Hennepin County's Human Centered Design staff to interview and shadow customers in City Hall to get ideas to improve their customer service experience. These findings have helped guide plans and design for the rehabilitation project.

Bidding documents are scheduled for completion in March and bids are anticipated to be received in in spring. The construction schedule is proposed to be flexible with the option of a late spring/summer start or a fall start, whichever receives better bids. Once bids are received, the City Council will be able to review the bids and vote on moving forward with a construction contract for the project.

City of Brooklyn Park
Council Work Session

Meeting Date:	February 4, 2019	**Originating Department:**	Community Development
Agenda Item:	C.5	**Prepared By:**	Jennifer Jordan, Senior Project Manager
Agenda Section:	Discussion Items/General Action Items	**Presented By:**	Jennifer Jordan
Item:	Excell Academy		

Summary:

Excell Academy, a charter school and tenant in a building located at 6510 Zane Avenue, has approached the City to see if the City would consider issuing tax-exempt conduit bond financing on their behalf. Excell Academy is proposing to purchase the building and renovate it for continued use as a charter school.

Primary Issues/Alternatives to Consider:

What is the history of the property?

The 6510 Zane Avenue building is part of a business complex known as the Zane Business Center that was developed in 1997. Prior to 1997, the property was the site of a 126-unit apartment complex known as The Courtyard. The Courtyard was identified as a blighted and dilapidated building with low tax value. In 1996, the EDA approved purchase and redevelopment of the site as a multi-tenant industrial facility using tax increment financing from District #15. District #15 decertified in 2011. In 1998, the City Council approved a conditional use permit to allow Odyssey charter school to operate in the space. After Odyssey vacated the building in 2006, the City Council approved a conditional use permit for Excell Academy to operate a charter school in the same location. In 2007, the City Council approved a conditional use permit for Excell Academy to add a gymnasium and additional administrative and classroom space to the building. Excell Academy has been a tenant in the building since 2006.

Budgetary/Fiscal Issues:

There is no fiscal impact for the City to issue conduit tax-exempt bonds; conduit tax-exempt bonds allow a private entity access to lower cost debt. The City issues the bonds and loans the proceeds to Excell Academy. Excell Academy is responsible for payment of principal and interest to a separate bond trustee. The City does not pay debt service, and issuance of the bonds do not affect the City's credit rating or borrowing limitations.

The City will follow its Conduit Debt Financing policy and charge a one-time administrative fee of 0.50% of the principal amount of the bonds, payable to the City on the date of bond issuance, plus an annual maintenance fee of 0.10% of the average outstanding principal amount of the bonds during the preceding year, payable to the City on each anniversary of the date the bonds were issued.

Per Hennepin County, the estimated market value of the property for 2019 is $2,652,600 and annual property taxes are estimated to be $100,149 with $17,778 going to the City. If Excell Academy purchases the building, the property would become tax-exempt and no property taxes would be collected. Approximately three percent of property in Brooklyn Park is tax-exempt. This amount is comparable with surrounding municipalities' percentage of tax-exempt property, which ranges between two and four percent (Table 1).

Table 1: 2018 Tax-Exempt Property as a Percentage of Total Property by City

	Tax-Exempt Parcels	Total Parcels	% Tax-Exempt
Brooklyn Park	641	24,540	2.6%
Brooklyn Center	300	8,896	3.4%
Bloomington	843	31,046	2.7%
Champlin	321	8,712	3.7%
Maple Grove	805	26,557	3.0%

SOURCE: Hennepin County Property Services

Attachments:

C.5A MAP
C.5B REQUEST LETTER
C.5C ANNUAL REPORT

City of Brooklyn Park

247 Feet

Excell Academy - 6510 Zane

1/28/2019

Map Scale = 1: 2,958

City Boundary
City Background

This map is for general reference only. It is not for legal, engineering, or surveying use. Please contact the sources of the information if you desire more details.

Excell Academy
For Higher Learning

6510 Zane Avenue North
Suite 107
Brooklyn Park, MN. 55429

Overview of Excell Academy and Request for Support to Issue Tax Exempt Bonds via the City of Brooklyn Park

January 10, 2019

Greetings and thank you for taking the time to learn more about Excell Academy.

Excell Academy has been a part of the Brooklyn Park community since 2002. Today, they employ 78 professionals centered on educating 412 students in grades pre-K through 8 at 6510 Zane Avenue North #107, Brooklyn Park, MN. 55429. They have created a learning community centered on respect, appreciation, community support and excellence. It has been a rewarding journey. Please feel free to review the attached annual report ending fiscal year 2018.

In this report, you'll find:

- Excell is outperforming surrounding schools and the State of Minnesota in closing the achievement gap.
- Our families rate the school at over 90% satisfaction. There is a strong bond with families and mutual appreciation between our families and Excell Academy.
- Our English Learner students outperformed the State of Minnesota's ELs in reading and math proficiency, reading and math growth, as well as in English Language growth towards proficiency.
- Our Black student group also outperformed the State of Minnesota's Black students in Reading and Math proficiency and growth.

The students and families of Excell Academy need additional space to continue their success. Their facility plans entail more space to meet the needs of pre-K, special education, community support services and expanded day care for staff and families. To accomplish this Excell needs to purchase the property from their landlord as well as additional land for their facility and playground expansion.

The total required funds will not exceed $11 million. These funds will cover the property acquisition, renovations, acquisition of the land and the issuance costs for the bonds. In the order of priority, our funds will first be expended on acquisition and renovation and then the purchasing of the extra land plus the small addition to meet our entire facility needs well into the future.

We have many steps to accomplish our ownership goal. The first step is to gain support from the City of Brooklyn Park for a bond issuance in 2019. Please note, this will result in the removal from the property tax rolls of approximately $95,000 per year. It will result in the continued employment of 78 employees (growing to an estimated 85 to 90) and the on-going success of educating our work force of the future. Additional steps are to negotiate a fair purchase price from the current owner and to secure construction bids and project financing allowing the school to responsibly meet its financial obligations as well as its community obligations.

Our tentative key milestones in 2019 are:

1. February - Support from City Council via February 4th working session

2. March - Agreement to purchase the property, preliminary project budget
3. April – Official City Council approval of issuance
4. June – Closing on transaction, final project design documents and necessary permitting/approvals from local and state authorities
5. June – commence construction
6. September – finish construction

Why would this benefit Brooklyn Park? Excell Academy is public school offering free education to all families in the community. It is closing the education gap. It is a focus of community extracurricular activities. As a public school, Excell is a valuable community asset worthy of the same opportunities as other public schools. As you can see in the attached report, it is performing very well and Brooklyn Park's non-financial support allows the school to continue its track record of closing the achievement gap as well as preparing the work force of the future. Once this project is completed, we expect to be able to serve 500 students (our maximum enrollment goal) and free up a minimum of $150,000 of additional funds to be redirected from facility related expenses to the students and families. All of this will only improve the opportunities of our students to continue their success.

We respectfully request your support for the City of Brooklyn Park to serve as the conduit issuer of up to $11 million of tax exempt bonds on behalf of Friends of Excell Academy to acquire adjacent land as well as to purchase and renovate the property at 6510 Zane Avenue North #107, Brooklyn Park, MN. 55429.

World's Best Workforce ANNUAL REPORT

For the 2017 - 2018 Academic School Year

Submitted to
Audubon Center of the North Woods,
Authorizer
November 1, 2018

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I. School Information

Excell Academy for Higher Learning
Charter School No. 4068
6510 Zane Avenue North
Brooklyn Park, MN 55429
763-533-0500
www.excellacademy.org

Serving grades PreK – 8

Founded in 2001 by Mrs. Sabrina Williams

Introduction

We are proud to submit the seventeenth Annual Report of Excell Academy for Higher Learning, Charter School No. 4068. The purpose of this report is to highlight and effectively communicate the Academy's programs, operations, growth, successes and opportunities for the 2017 – 2019 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 an 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 which are specific to the learners and their families.
- A culturally comfortable learning environment in which students are free to express themselves intellectually, creatively and affectively
- 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

The authorizing mission of the Audubon Center of the North Woods (ACNW) Charter School Division is to provide superior oversight, evaluation, feedback and strategic support to its authorized schools resulting in the increased academic, financial, operational and environmental education performance of each school.

The authorizing vision of ACNW 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.

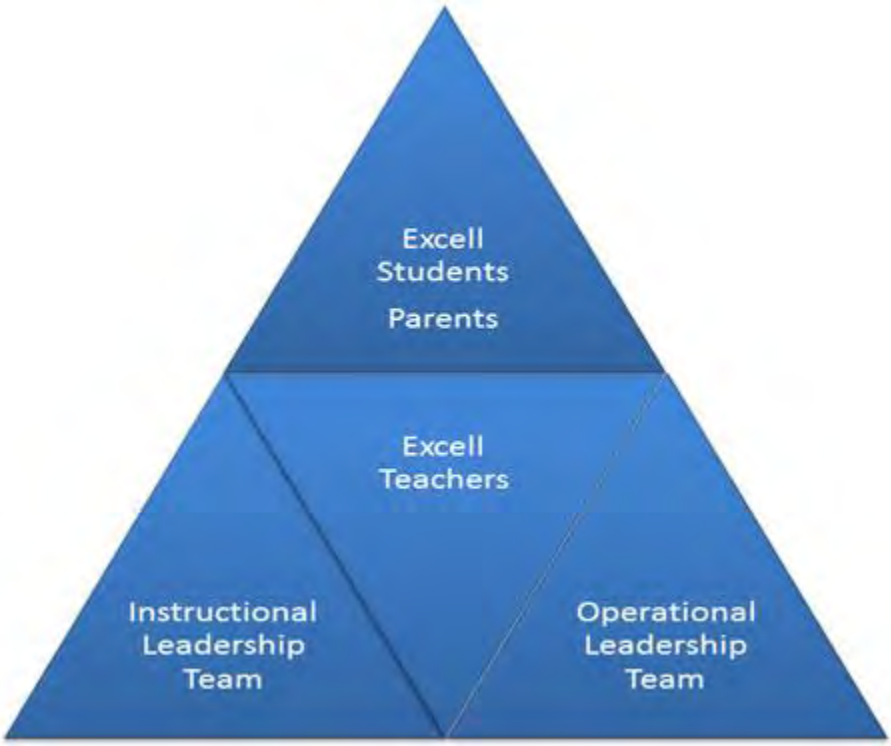
Excell Academy's relationship with Audubon first began in FY2010. The 2017-18 school year was the final year of a three-year contract expiring June 30, 2018; Excell was granted a one-year extension for the 2018-19 school year with contract-renewal to be addressed in the fall of 2018. An Application for Charter School Renewal was submitted to the Authorizer on September 14, 2018.

Audubon Center of the North Woods' (ANCW's) oversight program articulates specific school goals and expectations with respect to four areas: Academic Performance, Financial Performance, Operations/Governance, Environmental Education Mission Match.

Audubon Center of the North Woods, Charter School Division. 43 Main St. S.E., Suite #238. Minneapolis, MN 55414. 612-331-4181 www.audubon-center.org David Greenberg, Lead Coordinator.

David Greenberg, Director of Charter School Authorizing
Audubon Center of the North Woods
Charter School Division
43 Main St. S.E., Suite #507
Minneapolis, MN 55414
612-331-4181
www.audubooncharterschools.org

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

Improve Pupil Learning - We believe the combination of a caring, well-trained staff, a differentiated multidimensional meaningful curriculum, sensitivity to cultural diversity and individualization, multi assessments and strong parent and community involvement will result in improved pupil learning for all Excell Academy students. We also believe pupil learning improves with the training and implementation of higher level and critical thinking skills, which research (Bloom, B.; Maker C.J., 1989, Tomlinson C., 1997) has shown to promote independent life-long learning. Also, Excell's implementation of aspects of the Responsive Classroom model (RC) 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. Daily experience in the class has taught us to integrate academic and social learning throughout the school day, nurturing students who are informed, ethical problem solvers. Also, Excell Academy has adopted McREL's research based Instructional Planning Framework. This school wide researched based framework promotes teacher and student academic collaboration and results in teacher motivation as well as increased student achievement. In addition, Excell's students wear uniforms which educational research (as well as our own data) has shown to reduce anxiety levels in students therefore improving learning.

Increase Learning Opportunities for Pupils - Excell Academy's multidimensional curriculum, along with the implementation of E.D. Hirsch's Core Knowledge Sequence in our Kindergarten Readiness program, In Excell's K-8 program, National Geographic Reading Curriculum, Everyday Math and Saxon Math, not only challenges our students academically, but also stimulates interest, classroom participation and further study. Through our collaboration with and support from community and local businesses, and our 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 minorities and 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 is that all students will have an opportunity to benefit from community partnerships and / or other types of community involvement annually. A record of enriching learning activities includes:

- Charter School Athletic League
- Local Library Partnership
- Book Fair
- Read to Succeed Night
- Math Night
- Cultural Awareness Night
- Toys for Tots for the needy
- Insight Newspaper
- MN House of Rep and Senate for Charter Schools funding and advocacy
- MN Humanities Commission partnership
- LEAD for Charters
- "Beating the Odds" Challenge 1
- Fundraisers
- Summer SMARTS
- Summer Feed the Community Food Program
- Junior Achievement
- Jump Rope for Heart
- Recycling Trash Clean Up
- Hennepin County Composting Program
- Walk for Education
- Excell Keeping in Touch (KIT) Program
- Presidential Scholar Awards
- D.A.R.E.
- Khan Academy Afterschool Tutoring Program
- MN Reading and Math Corps
- Technology Recycling Program
- Hennepin County Recycling & Composting Program

III. Student Enrollment & Demographics

Excell Academy's enrollment, which was stable the previous two school years, grew significantly during 2017-18. See K-8 enrollment data below. In addition, Excell served 40 preschoolers during 2017-18. Figures are data recorded by MDE as of October 1, with Average Daily Membership as recorded by the school once the school year is complete.

Number of Students Enrolled	**2015-16**	**2016-17**	**2017-18**
Kindergarten	60	60	59
1st Grade	57	47	60
2nd Grade	57	50	49
3rd Grade	49	52	50
4th Grade	41	44	53
5th Grade	51	32	50
6th Grade	30	31	30
7th Grade	24	27	32
8th Grade	21	25	28
Total	390	368	411
Total ADM (Average Daily Membership) for year	**380**	**379.2**	**407.47**

Student Demographics

Excell Academy has had a steady trend in our students' demographics.

Demographic Trends	2015-2016	2016-2017	2017-18
Total Enrollment K-8	390	368	412
Male	203	195	200
Female	187	211	212
Special Education	44	46	58
LEP	126	97	114
African American	369	374	376
Latino	12	15	25
Asian/PI	2	6	6
American Indian	0	0	0
White	7	4	1
Multi-racial	-	7	4
F/R Lunch	374	344	412

IV. Student Attendance, Attrition & Mobility

Student Attendance

Excell Academy has continued to have a steady attendance rate as shown in the table below.

	2015-16	2016-17	2017-18
Overall Student Attendance Rate	94%	93.8%	93.6%

Student Attrition

Although Excell Academy did experience a loss of students during the year due to families moving to different areas throughout the school year and summer, the vast majority remained.

Analysis of the past two years' enrollment data shows that of 374 K-8 students enrolled by October 1, 2016 (none enrolled later); 319 or 85.3% remained to the end of the school year. Of these 319 students, 299 were eligible to return (8th graders were eliminated from the list). Of the 299 eligible to return, 237 or 79.3% in did in fact return and were enrolled October 1, 2017. This figure is slightly higher than the previous year, when 75.7% of those eligible to re-enroll did so.

Percentage of students* who are continuously enrolled between October 1 of 2016-17 school year and October 1 of 2017-18 school year.	**79.3%**

Student Mobility

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2014-15	85	363	65	16	81	22%
2015-16	107	358	28	45	73	20%
2016-17	19	406	9	29	38	9%

* Total mid-year transfers divided by Number of students on Oct. 1. Data for school year 2017-18 is not yet available.

Analysis of 2017-18 enrollment data shows that of the 422 students enrolled for any part of the school year, 381 or 90.3% were enrolled for at least 95% of the year. This is slightly higher than the previous year's figure which was 86.4%.

Percentage of students who were enrolled for 95% or more of the 2017-18 school year.	**90.3%**

V. Educational Approach & Curriculum

Excell Academy's teachers and staff have high expectations for all learners. Teachers develop their 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. Excell Academy's staff strive to lead and instruct our children to success by ensuring 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.

Throughout the 2015-18 contract term Excell Academy has worked hard to ensure that its mission and vision are being implemented. This work has included restructuring the leadership team and the implementation of standards based instruction and common assessments. Excell Academy's Instructional Leadership Team (ILT) is made up of highly qualified and experienced staff members that represent every department of our school. This allows the team to more effectively manage the school and ensures a high level of continuity. The mission of the ILT is to meet school proficiency goals by aligning instruction and assessment to MN Standards school wide, ensuring consistent implementation of evidence--based instruction, collaboration, and coordination of student and staff support systems. This mission was designed to ensure that the work of the ILT is focused on improving classroom instruction. The ILT ensures that the EL/ALD, Title I and Special Education departments are in a better position to help realize the school's mission as it encourages collaboration and communication.

All of the Professional Learning Community (PLC) Lead Teachers are on the ILT, allowing for consistent communication to teaching staff and providing 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 Assessment Coordinator, provide an opportunity for grade level teams to analyze data and make necessary instructional changes.

Excell Academy uses research supported math and reading curricula for all grade levels. The Reach for Reading National Geographic (NatGeo) curriculum is used for grades K-5.
The curriculum is aligned to state standards and is designed to meet the needs of English Learners, a significant sub-group at Excell Academy. Excell also uses SRA Direct Instruction for reading interventions in grades K-2. The ILT also continued to use the Balanced Literacy Framework for reading instruction, which the ELA Matrix Team met to update and improve over the summer of 2018.

For math, Excell Academy continued to use its Math Matrix, a tool developed previously by a committee formed by the ILT; the Math Matrix is a standards-based framework customized to

meet students' specific learning and instructional needs. The Math Matrix includes scope and sequence and is used as the main curriculum for grades 1-6 (Everyday Math and Saxon Math are used by some teachers as resources). Singapore Math is utilized as the main curriculum for Kindergarten, while grades 7-8 use standards-based lesson planning with Saxon Math as a resource. While Excell believes in using research supported curricula, lesson planning and assessment is based on state standards.

The curricula, however, are only resources for teachers to use in standards based lesson planning, instructing and assessing. Teachers and grade level teams are responsible for supplementing areas where the curriculum being used does not fully cover a Minnesota standard and omitting material from the curriculum that is not linked to a standard. Utilizing the Learning Objectives strategy from McREL's Classroom Instruction that Works 2, as clearly described in a practice profile developed for our school, teachers are expected to post standards based learning objectives in student friendly language. These objectives included declarative (know & understand) and procedural (be able to) knowledge with success criteria for providing feedback.

In the fall of each academic year, all students are given the NWEA MAP Assessments in Reading and Math. 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 reteaching, determine if students should be referred to the Student Teacher Success Team (STST), prior to being evaluated for Special Education needs.

The 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 PLC lead teachers) can then provide those resources through the PLCs by building capacity in those teaching staff in leadership positions (lead and mentor teachers).

Classroom teachers at Excell are organized into Professional Learning Communities (PLC's) by grade-level bands (K-1; 2-4; and 5-8). Also, beginning in 2017-18 Excell established a STEM-focused PLC for teachers focusing on math or science, and a few other interested teachers. Non-classroom teachers/specialists are dispersed among the four PLC's. Math was added as a PLC focus in 2017-18 (grade-level PLC's alternate between reading / math as their main focus).

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

The shared leadership model of the ILT encourages a collaborative professional culture, leads to high levels of collective efficacy and teacher buy-in. Also, this has a direct relationship on teacher performance and effectiveness as evidenced by our implementation data (high levels of proficient implementation of strategies), our collective efficacy data (showing our staff believe in our collective ability to positively impact student achievement) and our student performance

data (showing 54% of students meeting or exceeding spring MAP growth targets in reading, and 68.1% in math).

Student Teacher Support Team (STST) and Special Education 2017-18

Excell Academy's Student Teacher Support Team (STST) meets weekly to discuss individual student concerns. At STST meetings, all involved parties discuss 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 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.

During the 2017-2018 school year, 51 students were discussed at STST meetings including 12 students who were continuing interventions from the past school year, and 39 new referrals. Of those students referred for interventions, 16 moved on to a referral for special education evaluation, one was referred for a 504 plan, 3 transferred out of the district during the school year, 21 continued intervention support through the school year, and 10 resulted in no further concerns after implementation of temporary interventions. Of the 16 students who were referred for special education evaluation, 8 students qualified for special education services and 4 did not qualify, but continued interventions within general education. One student moved away before evaluation was completed and three evaluations will be completed during the 2018/2019 school year. Three students were referred to evaluation but parents declined.

Over the course of the 2017-2018 school year, a total of 72 students (with fluctuating enrollment) received special education services at Excell Academy. Excell employed 4 full time Special Education Teachers and 14 paraprofessionals for most of the school year to meet the needs of these students. Related services, such as Speech Therapy, Occupational Therapy, and Developmental/Adaptive Physical Education (DAPE) were provided by contracted specialists. Excell Academy served students with a variety of disabilities, including: Autism Spectrum Disorders (ASD), Developmental Cognitive Delays (DCD), Developmental Delays (DD), Deaf/Hard of Hearing (DHH), Emotional/Behavioral Disorders (EBD), Other Health Disabilities (OHD), Specific Learning Disabilities (SLD), Traumatic Brain Injury (TBI) and Speech/Language

Impairments (SLI). Depending on their needs, students received anywhere between 15 minutes per week to 1000 minutes per week of specialized services based on their IEP.

VI. Innovative Practices & Implementation

Innovative and Unique Aspects:
Over the past fifteen years, Excell has grown from 65 students in kindergarten through fourth grade to almost 400 students in grades Pre-kindergarten through eighth. Excell Academy for Higher Learning is a full service educational facility which 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 created an entirely new schedule that put a focus on both core instruction and intervention (W.I.N. Time). The schedule allows the classroom teachers to focus on quality reading and math instruction while science and global studies courses are taught by content specialists. The science and global studies 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 is implementing Positive Behavioral Interventions and Supports (PBIS). Excell recently received a grant to implement PBIS and has a PBIS Team at the school focused on integrated PBIS with effective practices already in place at the school. This team is led by the Lead Student Success Coach and began piloting PBIS school wide during the 2017-2018 school year.

Aspects implemented during 2017-18 included a positive-recognition program using the acronym SOAR (this stands for self-control; ownership; achievement; respect). Students can earn "SOAR" tickets when exhibiting positive behaviors, and the PBIS team built a behavior matrix noting what each of the SOAR elements means, in different parts of the school / grounds. Excell

Academy has begun gathering and tracking 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. The PBIS team prepared for the full schoolwide roll-out of PBIS in 2018-19, beginning with training in August for all staff[1].

Also, Excell Academy plans to implement Second Step to supplement PBIS – this is a locally-developed social-emotional development and bullying prevention curriculum that provides activities which will be built into morning meeting time, to impact all students.

Excell prides itself on the variety of educational support and (low cost / no cost) services that are made available for its families. Our Community Education program offers a Before and After school care program, "Gimme- A- Break" school break care, "Summer S.M.A.R.T.S."(Science Math Arts Reading/lit. Trips and Sun). These programs enhance our school 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. Other programs that are offered at Excell Academy include:

Summer School: Excell Academy provides a five or six week summer school program for students pre-K-8th grade. The academy's summer school program offers reading and math instructional interventions for referred students of Excell Academy. This instruction is provided by licensed teachers with paraprofessionals assisting as needed. The summer school instructional day is from 8:45am - 12:15pm. Breakfast and lunch are provided for all students.

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.

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

[1] Excell Academy's Charter School Renewal application submitted to the authorizer in September 2018, noted the following as a challenge the school will address during the new contract term: We anticipate the continual progress towards Implementing PBIS will be a challenge in the upcoming contract term. PBIS will result in an overhaul of the current behavior system at the school. In order to remedy this challenge Excell Academy has created a PBIS implementation team. The team attends grant-funded trainings and is essential for putting together the PBIS implementation plan. It is the PBIS team's goal to be strategic about which components to implement and is thoughtful to the timing of implementation. The initial focus of the team will be to provide staff and teacher training and provide teachers support when they encounter pitfalls with implementing PBIS.

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 child care on site. Piloted during 2016-17, the daycare facility was at capacity during 2017-18.

Excell-ent Child Care is open from 7:30am - 6:00pm Monday through Friday on staff work days. 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.

Tutoring: Excell Academy offers before school and/or after school tutoring from October through March each school year. Tutoring is made available to all students K-8 who are referred by a teacher. Tutoring is free to all participants. The tutoring program provides math intervention as needed for each student. Khan Academy's free online math program is used for math intervention along with other teacher selected resources. Tutoring is individualized and differentiated for each student to raise proficiency in mathematics. Tutoring services are at no cost to students.

Whole Child Support Services: Excell Academy piloted a social emotional student support program in 2017-2018. In collaboration with Headway Emotional Health Services company, Excell provided a certified mental health therapist, on-site one day a week, offering co-located therapeutic services to our families. This will continue for 2018-19.

Excell Academy's Early Childhood Learning Programs: Excell Academy offers several early childhood options for our families, including 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 3.5 - 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 ten years. This program exists to prepare our young students for kindergarten the following year. The K-

Readiness program is a full-day, every day 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. Statistics show that, on average, young children of the demographics that Excell serves (94% + free and reduced lunch eligible), are ill prepared for kindergarten. The literacy, language, and other necessary skills to be successful in kindergarten are significantly lower than students from middle and upper income families. Therefore, a program such as Excell's K-Readiness program give young child a head start, and is absolutely necessary in affording these students a better opportunity to succeed in their formal education journey. 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) – In the spring of 2014, Excell Academy was approved to offer a prekindergarten program, which has been in place since the 2014-15 school year. This free pre-K program is 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 1st) 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 Minnesota state approved Core Knowledge Preschool curriculum focuses on specific domains or content areas; each domain covers developmentally appropriate goals for three through five-year olds.

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, which research has shown to increase student achievement. Also, 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 free or at a reduced cost. In addition, families wit more than one student benefit from having all students at the same location, and provided with the same transportation.

Excell Academy's Assessment Coordinator provided the following summary of the school's key successes from 2017-18, challenges, and plans to address the challenges:

Key Successes

Under the Every Student Succeeds Acts (ESSA) and the State of Minnesota's North Star Accountability System, Excell Academy has not been identified as a school needing either targeted or comprehensive support. This is due to several areas of success. Despite the fact that our All Student group had proficiency below that of the State's All Student group, as a school we had a higher Average Progress scores in both math in reading showing a high percentage of students are maintaining or increasing their proficiency levels.. In addition to this, our English Learner students outperformed the State of Minnesota's ELs in reading in math proficiency, reading and math growth as well as in English Language growth towards proficiency. Our Black student group also outperformed the State of Minnesota's Black students in Reading and Math proficiency and growth.

This year, Excell Academy's most significant area of success was in math, showing both growth in proficiency as well as a significantly positive Z score school wide showing above average growth. The implementation of a math based Professional Learning Community and high quality math instruction schoolwide has been a key to this success.

The implementation of Excell's Shared Leadership Model has been key to the transformation of our school culture and allows the implementation of strategies with staff buy-in and fidelity. Our mission of equipping all students for higher levels of education is becoming a reality with the use of common assessments and data meetings, giving teachers a greater level of understanding about the specific needs for all students and next steps for student learning and achievement.

We also continued to support our English Learners (and all of our students) in 2017-2018 through the use of the Math Language Matrix in addition and continued to use our English Language Arts matrix (developed by our Academic Language Development teachers alongside content teachers). These matrices focus on supporting Academic Language Development school wide.

School wide growth in math is an area of success due in part to the implementation of McREL's Instructional Planning Framework, component one's school wide Learning Objectives strategy. A high percentage of teachers proficiently implemented the strategy, posting standards based Learning Objectives in student friendly language (see implementation data in the Academic Performance section below).

Excell Academy's staff continues to have a high level of collective efficacy, the collective belief that the staff as a whole can and will positively impact student achievement. Very low levels of teacher turnover also indicate that the staff is committed to our school and to our students because they believe in the mission and vision of the school.

Key challenges from past school year

Schoolwide in reading, Excell Academy fell in proficiency and we had a slightly negative Z score, despite having an Average Progress Score higher than the state for our All student group. This data shows a need to refocus our efforts on the foundational skills of reading, building fluency and comprehension by offering high quality standards based instruction. We will continue to build fluency, which our data shows correlates strongly to reading achievement and will continue to use the Balanced Literacy framework for building capacity in our students through the gradual release of responsibility.

Our Special Education students did not perform as well as the State's Special Education students based on proficiency levels as well as average progress scores in the North Star System. This is a complicated data set because of the diverse needs of Special Education students based on disability and need.

One challenge that we faced as a school was the enrollment of a significant number of students that are new to our school. Many students from a nearby school that closed enrolled at Excell and took some time adjusting to our school culture and practices.

Plan to address challenges

Moving forward, it will be important for us to use our intervention and enrichment period of the day more effectively (What I Need or W.I.N. Time[2]). Increased attention to coaching teachers in primary

[2] What I Need Time places an emphasis on making sure all students receive the interventions or enrichment that they need. Special Education, English Language Learners, and students needing reading interventions all receive their

grades and more intentionally monitoring and focusing on foundational skills in Kindergarten and First Grade will also prepare our youngest readers for higher levels of success. A veteran teacher from Excell has accepted a teacher coach position for the 2018-2019 school year that will work to help address these challenges.

By working to face these challenges we are already moving in the right direction. Math instruction schoolwide benefitted from the focus of the PLCs at Excell. EL students are getting the direct language instruction that research shows they need in order to succeed academically; and our Learning Objectives, Success Criteria and Feedback strategy, along with our common assessment and data meeting system is resulting in the growth that ultimately translates into even greater gains in proficiency.

Excell Academy Schedule and Calendar

The daily schedule at Excell is focused on providing the proper interventions and enrichment (see WIN Time) as well as providing significant time for core instruction at grade level. See the attached School Calendar (Attachment A).

VII. Academic Performance: Goals & Benchmarks

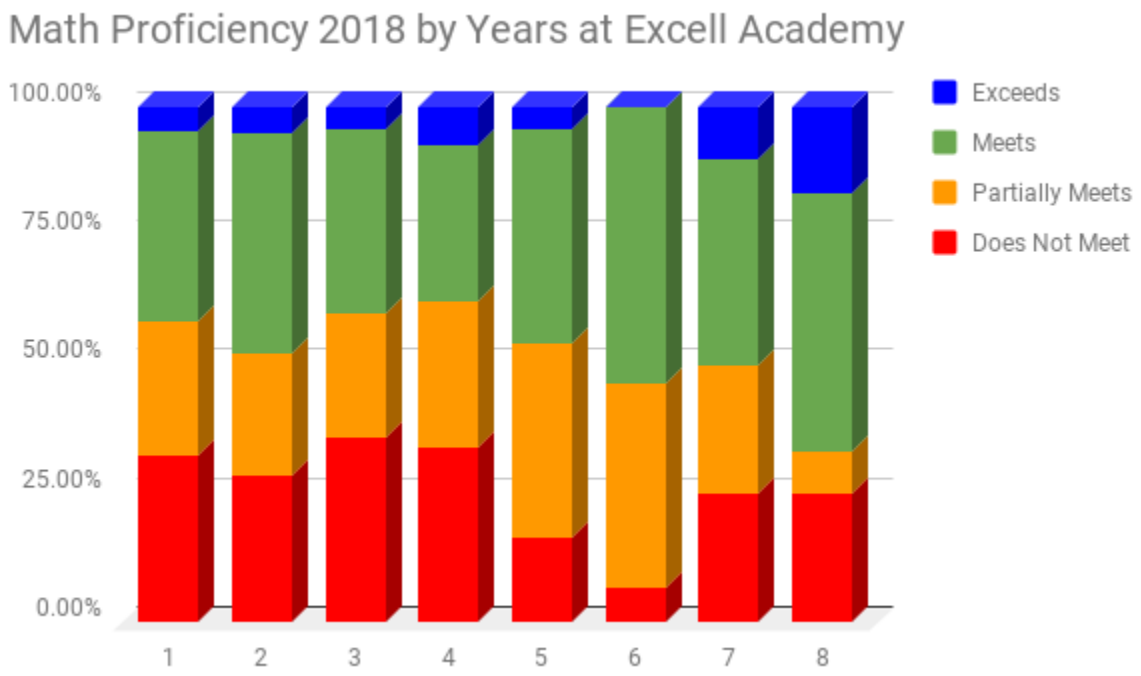
Progress on ACNW Contractual Academic Goals & WBWF Alignment

Math, Reading and Science Proficiency: MCA Data

Reading MCA Percent Proficient	Math MCA Percent Proficient
2015 41.8% 2016 40.5% 2017 46.0% 2018 39.5%	2015 45.8% 2016 42.3% 2017 39.2% 2018 42.3%

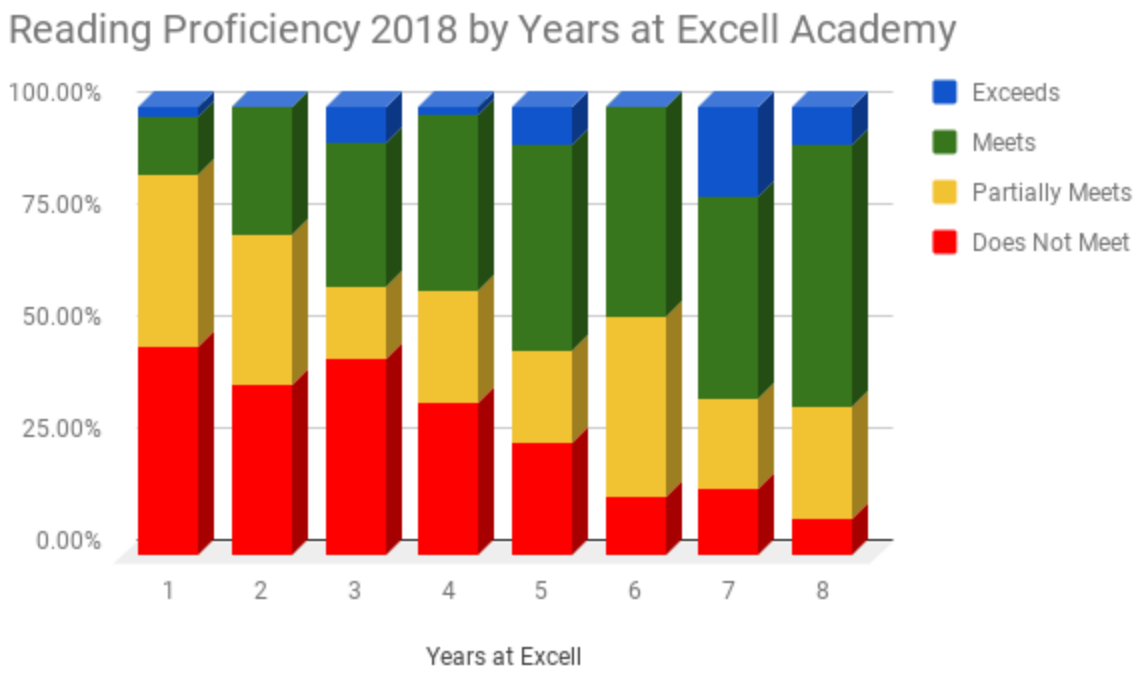
interventions during the same scheduled WIN time for their grade level daily. On level and above level students remain in small groups with classroom teachers for enrichment (or grade level reinforcement) while all other students are grouped according to need.

An analysis of proficiency levels in math and reading by years enrolled at Excell shows that in both subjects, the longer a student is here, the more likely it is that they are proficient. One key thing this highlights is the need for Excell Academy to keep its students here. That is illustrated by the following graphs showing the percentage of students at each achievement level in reading and math (on the MCA) based on their time at Excell.



Math Proficiency by Years at Excell Academy

Years at Excell	Does Not Meet	Partially Meets	Meets	Exceeds	% Proficient
1	32.61%	26.09%	36.96%	4.35%	**41.30%**
2	28.57%	23.81%	42.86%	4.76%	**47.62%**
3	36.00%	24.00%	36.00%	4.00%	**40.00%**
4	33.93%	28.57%	30.36%	7.14%	**37.50%**
5	16.67%	37.50%	41.67%	4.17%	**45.83%**
6	6.67%	40.00%	53.33%	0.00%	**53.33%**
7	25.00%	25.00%	40.00%	10.00%	**50.00%**
8	25.00%	8.33%	50.00%	16.67%	**66.67%**



Reading Proficiency by Years at Excell

Years at Excell	Does Not Meet	Partially Meets	Meets	Exceeds	% Proficient
1	46.81%	38.30%	12.77%	2.13%	**14.89%**
2	38.10%	33.33%	28.57%	0.00%	**28.57%**
3	44.00%	16.00%	32.00%	8.00%	**40.00%**
4	33.93%	25.00%	39.29%	1.79%	**41.07%**
5	25.00%	20.83%	45.83%	8.33%	**54.17%**
6	13.33%	40.00%	46.67%	0.00%	**46.67%**
7	15.00%	20.00%	45.00%	20.00%	**65.00%**
8	8.33%	25.00%	58.33%	8.33%	**66.67%**

Achievement Level: Reading 2014-2018

Year		Exceeds	Meets	Partially	Does Not Meet
2014	Count	12	48	37	79
	Percent	6.8%	27.3%	21.0%	44.9%
2015	Count	13	61	42	61
	Percent	7.3%	34.5%	23.7%	34.5%
2016	Count	16	63	46	70
	Percent	8.2%	32.3%	23.6%	35.9%
2017	Count	18	74	47	61
	Percent	9.0%	37.0%	23.5%	30.5%
2018	Count	11	79	63	75
	Percent	4.8%	34.6%	27.6%	32.9%

Achievement Level Math: 2014-2018

Year		Exceeds	Meets	Partially	Does Not Meet
2014	Count	11	63	41	61
	Percent	6.3%	35.8%	23.3%	34.7%
2015	Count	14	67	42	54
	Percent	7.9%	37.9%	23.7%	30.5%
2016	Count	20	63	56	57
	Percent	10.2%	32.1%	28.6%	29.1%
2017	Count	13	65	47	74
	Percent	6.5%	32.7%	23.6%	37.2%
2018	Count	13	83	62	69
	Percent	5.7%	36.6%	27.3%	30.4%

Science Proficiency: MCA Data (5th and 8th grade)

Year	Percent Proficient
2014	8.7%
2015	13.4%

Year	Percent Proficient
2016	19.1%
2017	18.1%
2018	12.5%
4 Year Growth	+3.8%

Z Scores: Growth Data for Grades 4-8

Reading Growth (MCA)	Math Growth (MCA)
Our average Z score for reading was -0.0314 (slightly below average growth) 46.2% of students had positive Z scores (above average growth) and 73.3% of students showed Medium to High growth. Only 26.7% of students showed Low growth.	Our average Z score in math was 0.1812 (above average growth) 56.8% of students had positive Z scores and In Math 83.3% of students showed Medium to High growth. Only 16.7% of students had Low growth.

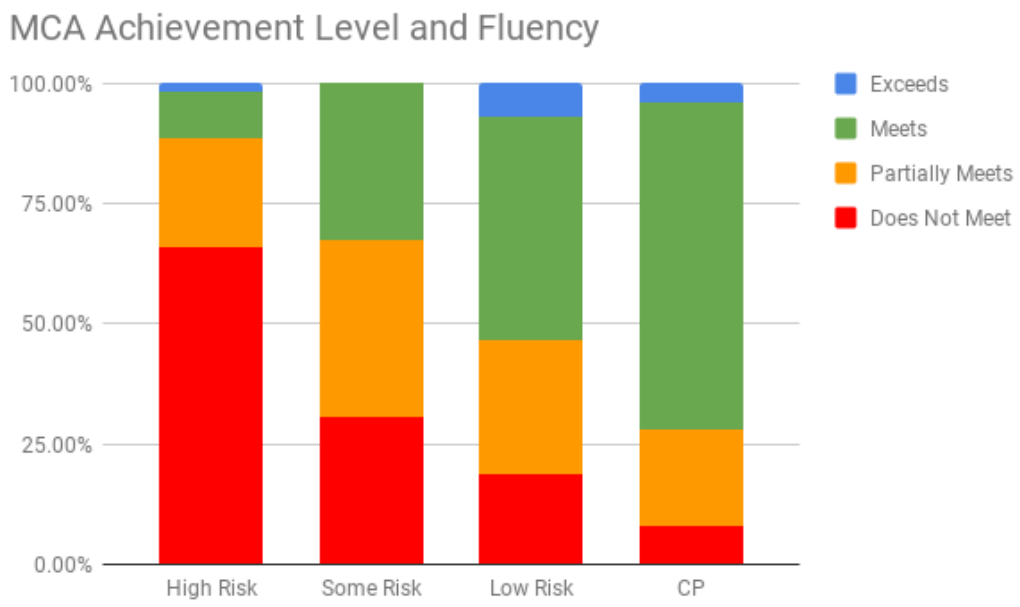
NWEA MAP Growth Data for Grades K-8

Reading Growth	Math Growth
On the NWEA MAP Test, 53.7% of students K-8 met their spring growth targets in reading.	On the NWEA MAP Test, 65.1% of students met their fall to spring growth targets in math.

Fluency and Reading Proficiency (MCA 2018)

In reading, our fluency and proficiency data show a very strong relationship between students reading fluently and being successful on the Reading MCA. Students who cannot read accurately at a pace on grade level will just not be able to comprehend enough of what they are

reading to be able to answer difficult comprehension questions and will find it difficult to have the stamina necessary to struggle through several lengthy passages on the MCA. High risk readers are the lowest readers and Low Risk means students are reading fluently at grade level expectations. This shows us the need to continue to use strategies that build fluency throughout the year.



	% Proficient	% at least Partially
High Risk	11.32%	33.96%
Some Risk	32.65%	69.39%
Low Risk	53.49%	81.40%
College Pathway	72.00%	92.00%

Strengths in Instruction at Excell Academy

The complete data picture shows that over the last four years, implementing McREL's Classroom Instruction that Works II framework, formative assessment strategies that are standards based and focused on making learning objectives and success criteria clear, and the implementation of the Balanced Literacy Framework has resulted in increased student achievement. That growth

stalled this past year as our school grew in size and added the enrollment of many students new to our school. While over this time period we grew in math and reading, it is clear that growth has plateaued and we need to focus on ways to improve instruction school wide.

Building on These Strengths and Meeting Challenges

We will build on these strengths and continue to implement more usable interventions from these frameworks (McREL, Formative Assessment, Balanced Literacy) while also continuing to use systematic assessment and intervention in reading to improve instruction school wide at Excell.

Math will continue to be addressed through PLC's, with a PLC comprised exclusively of Science and Math teachers who are supporting math instruction schoolwide. In addition, we will continue to use Learning Objectives and Feedback schoolwide. Grades K-5 will continue to use a math framework (similar to the Balanced Literacy framework) which allows teachers to give small group targeted support to all students. We are emphasizing the importance of Effort as well (part of McREL's framework), helping our students to see the direct connection between their effort and achievement.

In addition to this, enhanced support continues for our English Learners as they outperform their peers statewide. Excell Academy implements additional language support in the classroom through our Academic Language Development department's support of classroom teachers, as well as continuing their excellent direct language instruction with our English Learners.

World's Best Workforce (WBWF) Goal Areas:

·**Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
·**Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
·**Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
·**Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.

Indicator 1: Mission - Related

Goal: During spring semester, 65% of students in grades 3-8 will receive a score average of 3 or higher on an inquiry based (higher level thinking skills), school developed rubric (1-4).

WBWF Goal Areas Addressed by this Goal: CCR - Career and College Ready

Key Measures & Results for this Goal:

In 2017-2018, Excell Academy had a new science teacher who did not use the inquiry based rubric used in prior years as a part of Excell's science curriculum; thus data was not collected to address this goal. Beginning in the 2018-2019 school year, Excell has decided to implement the NWEA MAP Science assessment in order to gain more accurate growth and performance data around science especially in grades 4-8. Increased instructional time in science has also been added to the schedule for grades 4-8 in order to better prepare them for success in higher levels of science.

Indicator 2: English Language Learners

Goal: In 2018, Excell Academy's proficiency data and English Learner data in the North Star Accountability system show that the school's ELs (and those ELs who are no longer receiving services) are outperforming their peers both in reading and math achievement and in growth in English Language proficiency.

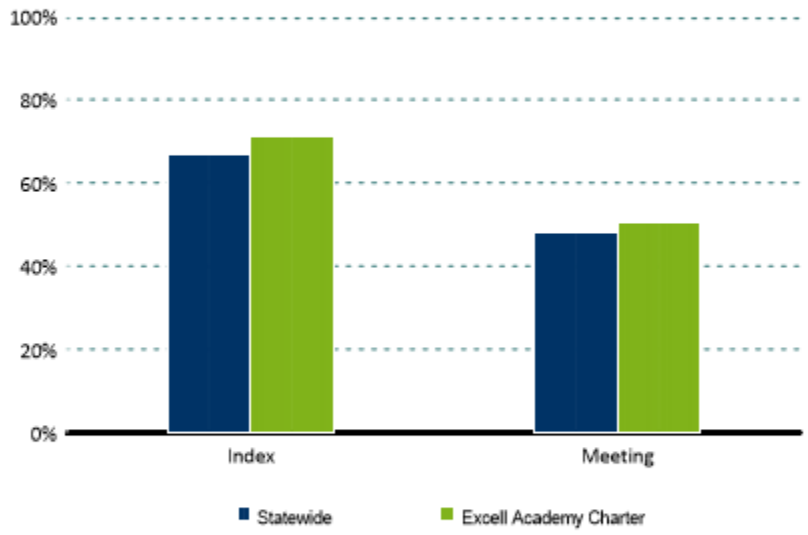
English Learners	Proportion Proficient, Statewide	Proportion Proficient, Excell
Math, 2016	24.2%	32.6%
Math, 2017	21.5%	27.8%
Math, 2018	20.6%	25.4%
Reading, 2016	17.2%	28.9%
Reading, 2017	14.9%	29.6%
Reading, 2018	15.0%	17.5%

On the ACCESS assessment, Excell Academy's students demonstrated that they were making strong progress towards English Language Proficiency. Excell Academy's English Language Proficiency Index was 71.29 compared to the Statewide Index of 66.99. The percentage of students meeting their proficiency targets was 50.57% compared to 48.54% statewide.

Progress Toward English Language Proficiency

Average Progress towards Targets (also referred to as ELP Index) is the average amount of progress English Learners made toward their individual goals on a test of English Language proficiency.

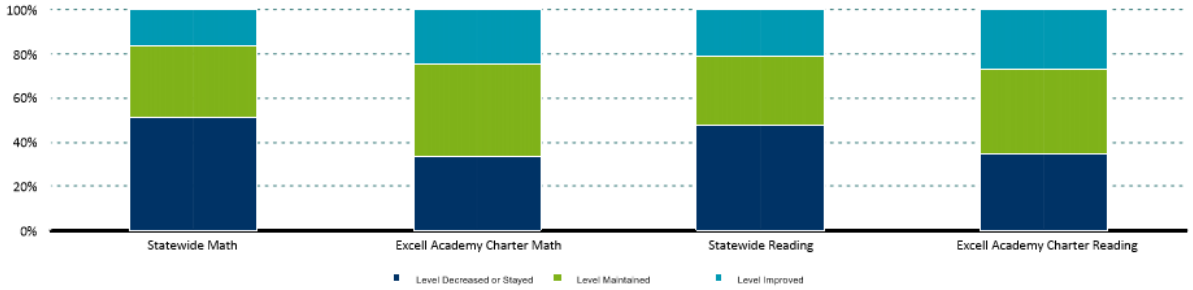
The Percent of ELs Meeting targets is the percentage of English Learners who reached or went past their target.



Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	66.99	57,744	48.54%	28,030
Excell Academy Charter	71.29	87	50.57%	44

Academic Progress

Progress measures whether student's achievement levels are improved or maintained.



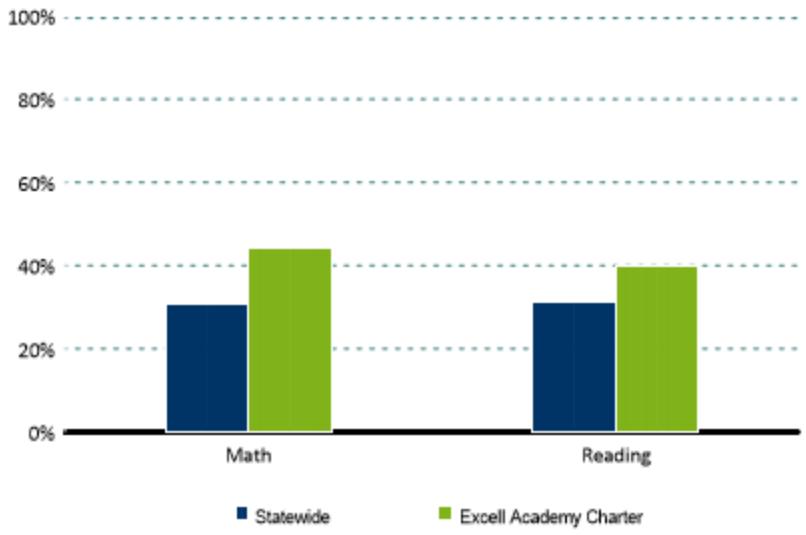
Subject	Organization	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count	Achievement Level Maintained Rate	Achievement Level Maintained Count	Achievement Level Improved Rate	Achievement Level Improved Count	Average Progress Score
Math	Statewide	51.25%	21,911	32.62%	13,945	16.12%	6,892	1.83
	Excell Academy Charter	33.72%	29	41.86%	36	24.41%	21	2.58
Reading	Statewide	48.01%	20,475	30.57%	13,039	21.41%	9,133	2.19
	Excell Academy Charter	34.88%	30	38.37%	33	26.74%	23	2.69

In addition to this, the Academic Achievement Rate and Academic Progress measure for English Learners in the North Star Accountability system showed that Excell's ELs are outperforming their peers in the state, in overall academic achievement based on MCA's. See the above and below graphs. Numbers represented include former EL students that have been exited from services but still count as ELs for accountability purposes.

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.



Organization	Math Rate	Math Count	Reading Rate	Reading Count
Statewide	30.96%	60,157	31.17%	60,895
Excell Academy Charter	44.11%	102	40.19%	102

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure

Key Measures & Results for this Goal: Meeting the goal. The Academic Achievement Rate for English Learners in the North Star Accountability system showed that Excell's ELs are outperforming their peers in the state. This number includes former EL students that have been exited from services but still count as ELs for accountability purposes.

Indicator 3: Reading Growth

Goal: Reading—During the 2017-18 school year, 65% of students grades K-8 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in reading (or established by FAST for the fall to spring administration of the FAST assessment in reading).

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure [AGC], Career and College Ready [CCR]

Key Measures & Results for this Goal: Excell Academy did not meet this goal. However, with over 50% of students meeting their growth targets, the school is still "beating the odds" in terms of growth in reading as shown by MAP test results.

For the 2017-2018 school year, Excell Academy administered the NWEA MAP in fall and spring, to all students in grades K-8, also measuring growth using the MCA Z Score (a higher standard for growth based only on grade level content, unlike NWEA MAP).

NWEA MAP Reading Growth (K-8)	53.7% of students schoolwide met their growth targets.

Indicator 4: Math Growth

Goal: Math—During the 2017-18 school year, 65% of students grades K-8 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math.

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure [AGC], Career and College Ready [CCR]

Key Measures & Results for this Goal: Excell Academy met this goal.

For the 2017-2018 school year, Excell Academy administered the NWEA MAP in fall and spring, to all students in grades K-8, also measuring growth using the MCA Z Score (a higher standard for growth based only on grade level content, unlike NWEA MAP).

NWEA MAP Math Growth (K-8)	65.1% of students schoolwide met their growth targets.

Indicator 5: Reading Proficiency

Goals:

Current Contractual Goal*:* Current academic goals in Reading Proficiency are different for grades 3 and 4-8:

- 3rd: From FY15 to FY19, the school's aggregate proficiency index score[3] for students in grade 3 will increase by at least 4.0 points from the baseline proficiency index score (FY13-15 baseline – 61.1) OR will be greater than that of the state for the same grade (3).
- 4th-8th: From FY15 to FY19, the school's aggregate proficiency index score for students in grades 4-8 will increase by at least 6.0 points from the baseline proficiency index score (FY13-14 baseline – 41.8) OR will be greater than that of the state for the same grades (4-8).

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure [AGC], Career and College Ready [CCR]

Key Measures & Results for this Goal:

- Excell Academy is not on track to meet the Reading Proficiency goal for 3rd grade: Spring 2018 results reported on the Minn. Report Card show Excell Academy's aggregate proficiency index score for 3rd graders at 40.0 (based on 14 students testing Proficient in reading and eight Partially Proficient, out of a total of 45). The statewide aggregate proficiency index for grade 3 students only was 64.8.
- Excell is on track to exceed the Reading Proficiency goal for grades 4-8: Spring 2018 results show Excell Academy's aggregate proficiency score for grades 4-8 students at 55.0 (based on 76 students testing Proficient in reading and 55 Partially Proficient, out of a total of 183 students). Though the statewide aggregate proficiency index for grades 4-8 was 71.2, Excell's results for these grades was more than 6 points above the baseline proficiency index score from FY13-14.

[3] Aggregate Proficiency Index figures are based on the percentage of students scoring proficient on the state accountability tests, with half-credit for students scoring at the Partially Meets proficiency level. All results reported are for October 1-enrolled students.

Indicator 6: Math Proficiency

Current Contractual Goal: From FY15 to FY19, the school's aggregate proficiency index score for students in grades 3-8 will increase by at least 5.0 points from the baseline proficiency index score (FY13-14 baseline – 49.5), OR will be greater than that of the state for the same grades (3-8).

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure [AGC], Career and College Ready [CCR]

Key Measures & Results for this Goal: Spring 2018 results show Excell Academy's aggregate proficiency score for all students at 55.9 (based on 96 students testing Proficient in math and 62 Partially Proficient, out of a total of 227 students). The statewide aggregate proficiency index for grades 3-8 only was 70.3. However, Excell is on track to exceed this goal, with the index more than five points above the baseline proficiency index score from FY13-14.

Indicator 7: Science Proficiency

School goal: The school does not have a contractual goal in this indicator area. However, results in Science Proficiency are reported below, in the Environmental Education section (Science Proficiency is EE Performance Indicator 6).

Indicator 8: Proficiency in Other Curricular Areas
Goal:N/A
WBWF Goal Areas Addressed by this Goal: N/A
Key Measures & Results for this Goal: N/A

Indicator 9: Post-Secondary Readiness
Goal: N/A

Indicator 10: Federal and State Accountability

Goal: How is the school performing under the state's NCLB waiver – the MMR system?

WBWF Goal Areas Addressed by this Goal: Achievement Gap Closure [AGC] Career and College Ready [CCR]

Note: With the transition to ESSA, Minnesota is longer using the MMR system for federal and state accountability. MDE will report minimal data in the areas of the ESSA accountability system in this transition year. MDE will, however, provide World's Best Workforce data profiles.

Data from the 2017-18 school year pertaining to Excell Academy's World's Best Workforce data profile is provided below.

Kindergarten Readiness Spring 2018

Students in our Kindergarten Readiness program showed high levels of success both developmentally and academically as evidenced by end of the year screening data.

Developmental Milestones	81.8% considered Low Risk
earlyMath: Counting	60.9% considered Low Risk
earlyMath: Numeral Recognition	75.6% considered Low Risk
earlyReading: Letter Names	82.9% considered Low Risk
earlyReading: Letter Sounds	82.9% considered Low Risk

Third Grade Reading

While it is important to note that each third grade group is a separate cohort of students, as a school Excell Academy understands the need to prepare all students in grades K-3 to be reading fluently and comprehending by third grade. There was a decline in proficiency from 48% to 39% in third grade. This represents a 9.5% growth from 2016 but also highlights our need to focus on K-3 foundational and comprehension skills.

Reading MCA 3rd Grade	2016	2017	2018
Percent Proficient	29.5%	48%	39%

On the MAP in Reading, 101 of 194 or 52.1% of students in grades K-3 met their MAP Reading Target from Fall 2017 to Spring 2018.

Eighth Grade Math

Excell Academy students showed very strong math growth during 2017-18, especially in the middle school grades (75% met growth targets last spring). This indicates that students are being prepared for success in high school and beyond, for college and careers.

Grade	Percentage Making MAP Math Targets, 2018
6th	68%
7th	71%
8th	88%
6-8 Combined (n=84)	75%

Success in reading (see above) represents growth on Common Core K-8 ELA standards which are based on college and career readiness.

Teacher Equity

As described in the Staffing section below, Excell Academy strives to both hire and develop quality staff. Teacher retention is good: all but two of the teaching staff from 2017-18 returned for the 2018-19 school year; the retention rate was 94%, an increase over the previous year when 80% of teachers returned. MN Report Card data shows that 83% of teachers at Excell Academy have 3-10 years' teaching experience, and the rest have more than ten years experience.

Excell Academy is also able to provide small class sizes: licensed teacher-to-student ratio is only 13. This data is not reported statewide, but Excell's ratio compares favorably with the Osseo Public Schools, where the licensed teacher ratio is 17.

Closing the Achievement Gap

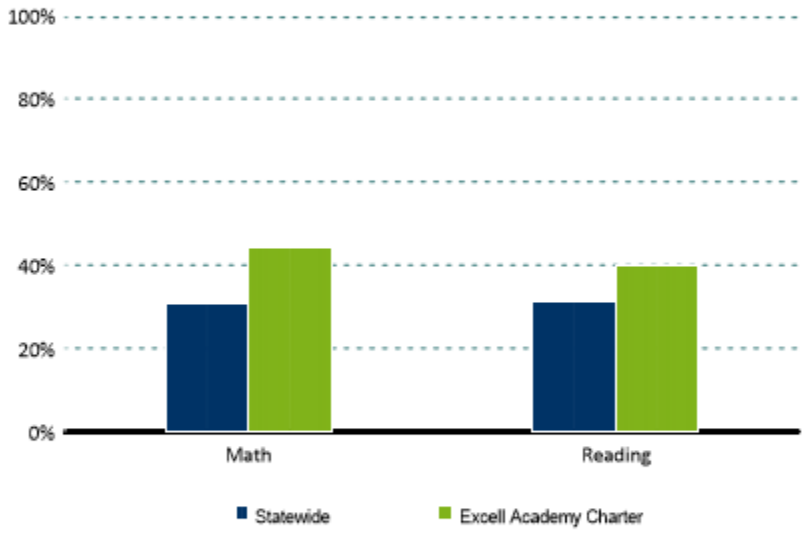
Several student groups at Excell Academy are outperforming their peers in the state of Minnesota. This is especially true for Excell Academy's English Learners and Black Students.

English Learners: Academic Achievement Rate

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.



Organization	Math Rate	Math Count	Reading Rate	Reading Count
Statewide	30.96%	60,157	31.17%	60,895
Excell Academy Charter	44.11%	102	40.19%	102

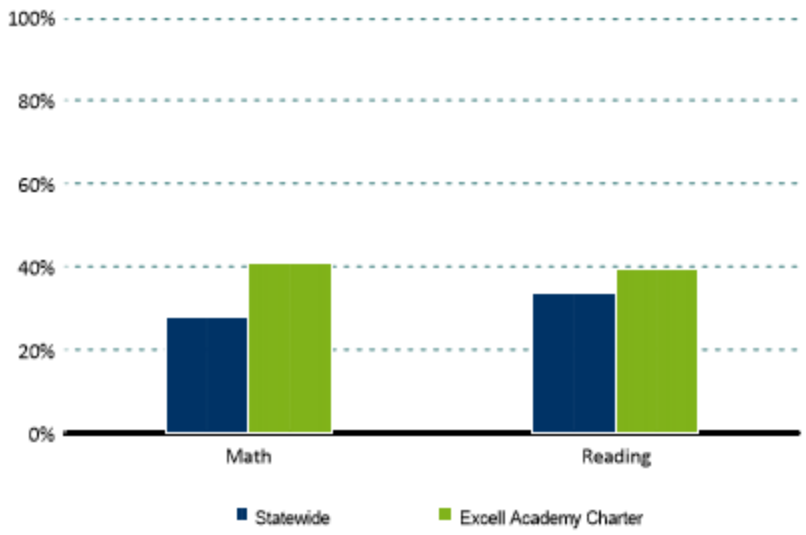
English Learners on the MCA, 2018 (Including ELs that have been exited and still count for accountability)	**Excell Academy**	State of Minnesota
Percent Proficient in Math	**44.11%**	30.96%
Percent Proficient in Reading	**40.19%**	31.17%

Black Students: Academic Achievement Rate

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students expected to test are included.



Organization	Math Rate	Math Count	Reading Rate	Reading Count
Statewide	27.95%	48,679	33.86%	49,047
Excell Academy Charter	40.95%	210	39.51%	210

Black Students on the MCA, 2018	**Excell Academy**	State of Minnesota
Percent Proficient in Math	**40.95%**	27.95%
Percent Proficient in Reading	**39.51%**	33.86%

Indicator 11: Attendance

Goal: Attendance—Excell Academy students will maintain a minimum 95% attendance rate in each school year during the contract period.

Of the 390 students enrolled at least half of the 2017-18 school year, 286 or 73% attended 95% or more of the days they were enrolled. This figure is up from 65% in 2016-17.

WBWF Goal Areas Addressed by this Goal: N/A
Key Measures & Results for this Goal: *See Attendance section above*

VIII. Educational Effectiveness: Assessment & Evaluation

The school's process for assessing and evaluating each student's progress toward meeting state and local academic standards

Students' progress is measured via: review of MAP data (MAP Growth assessments given three times/year to all students); fluency screening via CBM in grades 1-6; progress monitoring for groups receiving interventions; FAST for early reading/early literacy in grades K-1. Formative Assessment practices are standards based. The FAST and CBM's in reading are used to inform reading / ELA teachers' work – if less than 50% of students are meeting a target, a classroom-wide intervention is carried out over two weeks based on the PREESS framework (Pathway to Reading Excellence in School Sites), to ensure mastery of content before moving on.

The school's process to review and evaluate the strengths and weaknesses of instruction and curriculum.

Periodic review of curricula and ongoing review of the efficacy of instruction – *See narrative in above in above section V, Educational Approach & Curriculum*

The school's system to periodically review and evaluate 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, and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

Instructional Leadership Team, Professional Learning Communities, and QComp - *See narrative in above section V*

Specific information on strategies for improving instruction, curriculum and student achievement.

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, Balanced Literacy, PRESS - *See narrative in above sections V & VI*.

IX. Student & Parent Satisfaction

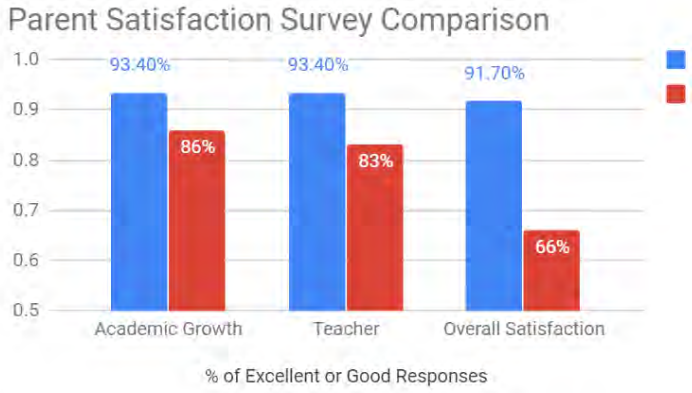
Student, parent and staff feedback is very important to the life and culture of Excell Academy. Student, staff and parent surveys have been utilized to monitor stakeholder (student, parent, and staff) satisfaction. Results have been very positive overall, but there is always room for improvement.

Excell Academy asked its middle schoolers and also some younger students to respond to a satisfaction survey in the spring of 2018. The survey asked about three aspects of life at Excell Academy, as well as overall satisfaction. There were a total of 173 respondents, two-thirds in grades 4-7 and the rest first and second-graders. Responses showed the following:

- 91% of students responding to the survey rated their academic growth as Good or Excellent; only 9% chose Fair or Poor
- 82% rated their behavioral growth Good or Excellent; 16% chose Fair and only 2% Poor
- 87% rated their teacher as Good or Excellent; only 13% rated them Fair or Poor
- 85% rated their overall satisfaction with Excell Academy as Good or Excellent; only 15% chose Fair or Poor

Parents were also surveyed in the spring of 2018 to ask about their level of satisfaction with Excell Academy, and 121 responses were collected. The parent survey items included the following: child's academic growth; child's teacher; preferred method of communication; and overall level of satisfaction with the school. Newly asked this year was whether parents felt their children were receiving a quality education at Excell Academy (95.6% of responses indicated

'Yes'). Parent feedback was overwhelmingly positive and also demonstrated an improvement in results from the 2017 parent survey (see chart, blue=2018, red=2017).



Of the 121 responses only 31 answered the open-ended question on the 2018 survey "Any additional comments or suggestions for Excell Academy?" Of these responses the majority were positive (for example "I pray that by the time my kids are in high school, Excell will have a high school. I never want them to leave" or "I like the teacher and student interactions. The administration is great."). Only 3 of the responses were negative (for example "The child says the teacher is mean"). Based on parent responses, there were three suggestions for improvement at the school: offering more sports, assigning more homework/books to students and having a schoolwide music program.

Excell Academy values student and parent feedback and has used it in the past when making decisions and changes to the program. For example, based on parent and student input Excell began to offer soccer to students as a sports option in addition to boys' basketball, girls' basketball and cheerleading.

X. Environmental Education

Excell Academy created the following report addressing Environmental Education activities during 2017-18.

The mission of Excell Academy's authorizer, the Audubon Center of the North Woods, is to "instill a connection and commitment to the environment in people of all communities through experiential learning." The Audubon Center of the North Woods 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. As part of our contract with our authorizer, we are required to provide opportunities to instill a connection and commitment to the environment through experiential learning.

Indicator Area 1: Curriculum and School Culture

School goal: *All students Prek-8 will become more environmentally literate through the integration of environmental related themes/topics within our core curriculum of reading and math.*

Results:

Kindergarten: We took multiple nature walks outside to look for the signs of fall. As part of our reading curriculum, we read about the different signs of fall, and then each student was given a picture list of the different signs of fall to look for on our nature walk.

The students learned about the seasons in their classrooms and in our WIN group, we are reading "What Makes the Seasons?" We have been discussing the different seasons, the type of weather that usually occurs during that season, and how they can tell the difference between the seasons.

1st Grade: We read the book about cranberries and how they grow, watched a video about cranberry bogs and tasted cranberries in the classroom. We recorded our observations.

We took a walk outside so that we could think of words that describe spring. We have been reading texts about weather and seasons. Then when we came back we wrote down words that describe spring in a concept web. Then the students made a cloud, a rainbow and wrote one word on the color that describes spring on the cloud they wrote the word spring.

We tried to find shapes in nature. We've been talking about shapes this school year. We looked for shapes in nature.

2nd Grade: We were doing the comprehension skill of sequence of events, and we used actual books and other non-fiction materials to sequence the life cycle of butterflies, frogs, and chickens.

We read a nonfiction article about how to help save the earth during reading. We talked about the author's point of view and how he feels about the earth as well as what we could do to help. When students were outside for recess they picked up trash and recycling.

We read a book about plants and the things plants need to grow. We then made a list and went exploring around the school to find all the things plants need to grow. The next day we planted our own plant and made notes of what our plants would need to grow.

3rd Grade: Students were learning about soil and matter so we explored our surroundings. We had the students pick up 5 different types of matter.

4th Grade: We worked on summary and sequence in a lesson. We read about a relay and so we did our own relay in the field. The kids really enjoyed it!

We completed a "Fall Fun" packet outside and picked different colored leaves to inspire a follow-up writing activity.

During our sequencing unit, our first, second, third, and fourth graders all performed an acid/base reaction experiment using a bottle, vinegar, baking soda, and a balloon. The students were tasked with following the directions in order, then performing the experiment.

5th Grade: Fifth grade read a text about plastic bags and the environment. We then worked to collect used plastic bags in order to refill our beanbag chairs. This would keep the bags out of landfills and they could be reused! We collected over 2000 bags and stuffed our chairs

6th Grade: We read and discussed the stages of how trees break dormancy in the spring.

7th Grade: Read and discussed the effects of pollution in the standing water around the school. Recorded our results.

8th Grade: We conducted an experiment with food coloring, whole milk, and dish soap to discuss sequencing and sequential language.

Indicator Area 2: Exposure to Natural Environments

School goal: *Students will engage in activities outside the classroom to increase their comfort level in a natural environment.*

Results:
Pre-K through 8th Grade: Students continue to engage in more and more activities outside the traditional classroom setting here at Excell. Various field trips such as the MN Arboretum, nearby farms, various apple orchards, and Nature Fest in Coon Rapids, and Camp Audubon, are among some of the locations visited. We are especially proud of the continued commitment to engage in activities, frequently, and with an EE focus this year.

Indicator Area 3: Promote Environmental Stewardship

School goal: *Students will be better able to communicate recycling and other waste reduction techniques to their families and community members. Increasing recycling/waste reduction data collected by students.*

Results:
Students recorded data and reported results back to our Environmental Education Coordinator Mrs. Blanco.

Students in 5th grade as well as other upper level grades completed this goal and recorded the following data for number of bins filled with recycled paper collected each month. The data was reported to Mrs. Blanco who in turn presented their work during the Annual Board Meeting in May 2018.

09/2017	***10/2017***	***11/2017***	***12/2017***	***01/2018***	***02/2018***	***03/2018***	***04/2018***	***05/2018***	***06/2018***
# of bins	***# of bins***	***# of bins***	***# of bins***	***# of bins***	***# of bins***	***# of bins***	***# of bins***	***# of bins***	***# of bins***
24	***21***	***28***	***18***	***20***	***28***	***20***	***26***	***25***	***24***

Indicator Area 4: Mission or Community Related EE Goals

School goal: *Students, staff, and visitors from the local community will improve the recycling rate of beverage containers and help eliminate them from the trash.*

Results:
Students reported this data in their 7th grade math and the Student Council continues to communicate results with the student body.

Students continue to see the benefit separating recycling items into categories. They were able to connect their efforts to current data and electronic media reports on the positive benefits of recycling and/or upcycling materials. Students in younger grade levels especially feel connected and that they contribute to the efforts and like knowing just how "large" the numbers reported will be for the month. Quantifiable data was available for three months.

Calendar Month	***Number of Cans***	***Number of Bottles***	***Total Amount in Both Categories***
February	56	133	189
March	39	56	95
April	14	73	87

Indicator Area 5: Financial and Operational Commitment

School goal: *Students will be able to learn about the environment in natural environments.*

Results:
Fifty percent of the school's field trip budget was allocated to EE field trips. Excell's entire fifth grade classrooms, teachers, support staff, and parent chaperones participated in two-day overnight field trip to Audubon Center of the North Woods. This was our second year and this group of students first experience living / surviving in a "natural environment" for most of our students, many staff and parents. Also, Excell field trip student scholarships helped support our primary through middle school students. All students K-8 participated in our waste reeducing program every day during breakfast and lunch. Excell Academy's waste bill continues to show

cuts. Further, Excell Academy has saved money and resources by purchasing "energy saving" bulbs for classrooms and building lighting. This saves us at least 20% in our utilities costs. We also participate in the "Save a Tree" and "Shred-It" paper shredding programs in which 100% of special education and 80% of administrative documents are securely shredded and recycled.

Indicator Area 6: Science Proficiency

School goal: *In FY15-18, the number of students, grades 3-8, who meet or exceed the grade level standard in science proficiency will increase by 2.0% or more annually from 5.3% in FY2014: to at least 7.3% in FY2015, 9.3% in FY2016, 11.3% in FY2017, and 13.3% or more in FY2018.*

Based on the 2018 Science MCA, Excell Academy fell just under it's projected goal of 13.3% for science proficiency. In 2018, 11.1% of students in 5th and 8th grade were proficient on the Science MCA. Although this a decrease from 2017, because only 5th and 8th grades take the Science MCA, it does not provide the full picture for all students.
Excell continues to make significant investments in Science education, including a new revamped schedule that will allow students in grades 4-8 to receive a significant increase in science instruction. Excell Academy now has a dedicated licensed science teacher who is entering his second year at Excell and will benefit from increased time with students under our new schedule.

In addition to this, Excell will be implementing the NWEA Science MAP assessment in order to have a schoolwide measure for Science growth in grades 4-8. It is important to be able to compare student growth for grades 4-8 year to year instead of only measuring proficiency in two level grade bands.

Indicator Area 7: Environmental Literacy

School goal: *In FY2015-18, all Excell Academy students will demonstrate the knowledge, skills, attitudes, and commitment to work individually and collectively towards sustaining a healthy natural and social environment.*

Results:
Students throughout the school continue to explore, participate, and improve on ways to reduce waste at Excell Academy.. The student council again identified volunteers and student leaders to

assist student groups throughout the building during breakfast service and also assisted with lunch service. This continues to be a huge area of growth for our school and an individual and collective effort from all participants.

Multiple grade levels made posters for display around the school demonstrating ways to recycle as well as to put up in their community, Data from our school wide collection process is listed below.

A highlight this year for our school was our annual Walk for Education. Living plants were donated from Plant Place MN through a connect that Mrs. Blanco has, Students from Pre-K through 8th grades were paired (older students mentoring younger students) and delivered the message of sustainability and the importance of a healthy environment which helped to further our desire to provide opportunities for students and their families to make those important connections. Extra plants were planted in upcycled containers around the outside of Excell to provide talking points to our visitors and highlight our commitment to environmental literacy.

The data collected for a one week period SY2017-18 is listed below.

Date	***Area of the School***	***Trash Bags***	***Organics Bags***
04/09/2018	*Cafeteria*	*5*	*8*
04/16/2018	*Cafeteria*	*5*	*7*
04/23/2018	*Cafeteria*	*6*	*7*
04/30/2018	*Cafeteria*	*5*	*8*

Excell Academy's Approach to Environmental Education

As a charter school in an urban setting, Excell Academy's approach to EE continues to be to give our students meaningful exposure to the surrounding natural environment. As a school, we are improving our focus and integration of the importance of EE into all content areas and becoming more of authentic experience. I saw an increased in ALL teachers within our school embracing this culture.

Successes and Challenges Related to Environmental Education during 2017-18

We continue to show growth in all indicator areas and the staff continue to put into practice a "can do" attitude towards EE integration. More and more students are continuing to self evaluate decisions they make day to day and if it's a positive choice. Its exciting to see the students look forward to events and everyday happenings involving EE.

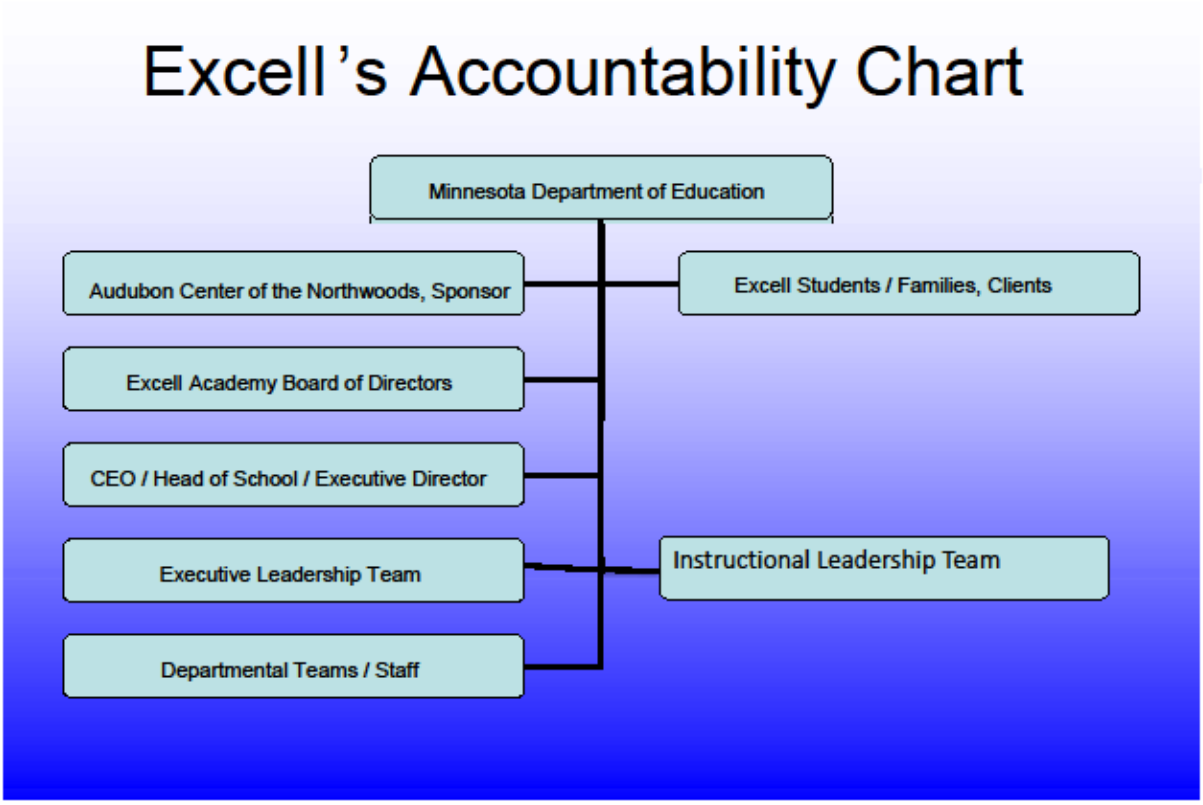
This is our second year with having a designated S.E.E.D. team in place lead by Mrs. Blanco. Each month a S.E.E.D. newsletter is sent to staff highlighting EE specific events, opportunities, suggestions, and exceptional EE efforts within our school. Embedded is a link to a google document that staff can fill out to report on their efforts towards reaching our schools EE goals. Staff response this year continues to be strong and feedback continues to be very positive as indicated by the amount of responses in this report, anecdotal notes, and feedback from our year end EE survey responses.

This was our second year presenting S.T.E.A.M. Night. The overarching focus of that night was making connections to your world every day. We had a great community turn-out and look forward to building on that success.

As in years past, we continue to be challenged by our physical location as well as state testing requirements. We remain positive and focused on what we can do rather than our limitations. We look forward to rewriting our goals for the upcoming contract with the insight we've gained in the past years and with an eye towards the future needs of our students, school, and community.

XI. Governance & Management

At Excell Academy, school leadership including governance and management of the school, are as shown in the below Accountability Chart.



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 composted of five community members, two teachers and one parent
- **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 annually 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 2017-18:

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
John Allen	Chair	Community	5/2015	7/2016	6/2018	JohnAllen@excellacademy.org
Christopher Barton	Member	Community	5/2016	7/2016	8/2017 (resigned)	
Stephen Cole	Member	Parent	5/2016	7/2016	6/2019	colestevew92@yahoo.com
Edna Granger	Member	Community	(Appt. by Board)	8/2017	6/2018	jedna53@aol.com
Renee Isuk	Vice Chair	Community	5/2015	7/2016	6/2018	risuk396@gmail.com
Julie James	Member	Teacher	5/2017	7/2017	6/2020	jjames@excellacademy.org
Monica McGill	Member	Parent	5/2017	7/2017	6/2020	mmcgill@excellacademy.org
Casey Morrissette	Treasur-er	Community	5/2015	7/2016	6/2018	casey.morrissette@usps.gov

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Oliver Spraggins	Member	Community	5/2016	7/2016	6/2019	olispr61@comcast.net
Katy Yelle	Member	Teacher	5/2017	7/2017	6/2020	kyelle@excellacademy.org

Excell Academy's spring 2018 Board elections were concluded at the Annual meeting on May 17; Allen and Granger were were re-elected to another three-year term. Isuk did not run again and Morrissette was not re-elected. A new teacher member, Jartue Kroma, was added to the Board during the summer of 2018 bringing membership to eight, such that one parent spot remains open.

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. Training received by Excell Academy 2017-18 board members was as follows:

Initial Training

Below is information on the initial training required by statute completed by each current board member.

Initial Training				
Board Member Name	**Original Date Seated**	**Board's Role & Responsibilities**	**Employment Policies & Practices**	**Financial Management**
John Allen	05/03/2012	07/21/2012 SBS	07/21/2012 SBS	07/21/2012 SBS
Chris Barton	05/25/2015	07/18/2015	10/20/2015 MACS	07/18/2015 The Anton Group
Steve Cole	05/25/2015	07/18/2015 Cindy Reuther	10/20/2015 MACS	07/18/2015 The Anton Group
Edna Granger	8/25/2016		01/17/2017 Tom DeGree	06/13/2017 Rhonda Cordova
Rene Isuk	05/03/2012	07/21/2012 SBS	07/21/2012 SBS	07/21/2012 SBS

Initial Training				
Board Member Name	**Original Date Seated**	**Board's Role & Responsibilities**	**Employment Policies & Practices**	**Financial Management**
Julie James	02/25/2016	07/23/2016 Cindy Reuther	05/17/2016 MACS	07/23/2016 The Anton Group
Monica McGill	01/26/2017	7/22/2017 Cincy Reuther	6/26/2017 MACS	7/22/2017 Nichole Schmidt
Casey Morrissette	11/01/2009	7/21/2012 SBS	07/21/2012 SBS	7/21/2012 SBS
Oliver Spraggins	5/25/2015	7/18/2015 Cindy Reuther	10/20/2015 MACS	07/18/2015 The Anton Group
Katy Yelle	5/27/2017	2/24/2018 MACS	2/24/2018 MACS	7/22/2017 – Clifton LarsonAllen

Annual Training

The below table provides information on the ongoing annual training attended by each current board member in FY18:

Annual Training – FY 2018				
	Training #1 Policy Governance	**Training #2 Financial**	**Training #3 Employment**	**Other Trainings**
John Allen		7/22/2017 – CLA		Course 150 MACS 4/18
Steven Cole		7/22/2017 - CLA	Course 300 MACS 1/17/17	
Edna Granger	Course 100 MACS 3/11/17	7/22/2017 - CLA	Course 300 MACS 3/11/17	
Rene Isuk		7/22/2017 - CLA		
Julie James		7/22/2017 - CLA		
Monica McGill		7/22/2017 - CLA		
Casey Morissette		7/22/2017 – CLA		Course 150 MACS 4/10/2018
Oliver Spraggins		7/22/2017 - CLA		Course 150 MACS 4/10/18
Katy Yelle	Course 100 MACS 2/24/18	7/22/2017 – CLA	Course 300 MACS 2/24/18	

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 Audubon Center of the North Woods).

Second, Excell Academy's Board of Directors are accountable to our state approved authorizer, Audubon Center of the North Woods (ACNW) 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.

Third, Excell Academy's Executive Director / CEO is held accountable by the academy's Board of Directors (see BOD sections above). The BOD has set policies that include executive limitations that the Executive Director/CEO is monitored on at monthly board meetings.

Excell Academy's Executive Director/CEO adopted a Shared Leadership Model in which she established two key leadership teams: the Executive Leadership Team (ELT) and the Instructional Leadership Team (ILT). The ELT supports the CEO by sharing school operational and business management responsibilities. Members of the ELT include the Executive Director/CEO, the Facilities/Transportation Director, the Community Services Director/onsite Business Manager, the Human Resources Manager and the Academic Dean. The ILT shares academic duties, namely the instructional leadership responsibilities of a school principal. Members of the ILT include the Executive Director/CEO, the Academic Dean, as well as lead classroom teachers and teachers with specific areas of representation within the academic areas of Special Education, Title I, and Academic Language Development.

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 our school culture and allows the implementation of strategies with fidelity and staff buy-in. It has increased school wide communication, in addition to improving academic instruction and data tracking.

ADMINISTRATOR QUALIFICATIONS

Sabrina R. Williams, Founder and Executive Director

Fiscal Management - Sabrina has been responsible for the management of the finances of Excell Academy for the past 18 years, including during Excell pre-operational year where she obtained and managed state and federal start up grants. Sabrina has learned how to effectively communicate with 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 finance topics and systems. Sabrina is currently enrolled in the University of St. Thomas' Executive Director Leadership Institute cohort which is a two-year non-profit Executive Director certification program.

Education - Sabrina is well qualified as an instructional leader. She has over 12 years of public and private professional classroom instructional experience as well as over 18 years of performing 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, a Master's Degree in Curriculum and Instruction, has earned a variety of educational and leadership related certifications, awards, and trainings.

Curriculum and Instruction - As stated above, Sabrina holds a Master's Degree in Curriculum and Instruction from the University of St. Thomas. She has over 30 years experience in curriculum and instruction design, development, and implementation. Sabrina mentored other in St. Paul Public Schools in curriculum and instruction development and implementation as well as worked on a collaborative team of educators to write curriculum for the St. Paul Public Schools District.

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. Sabrina has managed the non-profit business and operations side of Excell Academy as well as the school leadership side. Five years ago, Sabrina restructured the management of Excell Academy and implemented a evidenced-based Shared Leadership model which has brought much progress and success to, not only the organization, but especially to Excell's students and staff.

Executive Director / CEO Role Responsibilities

- 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 do their jobs 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, maintainer, and communicator.

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goals/Areas of Focus for 2017-18 were as stated below:

Professional Development Plan for Chief Education Officer / Executive Director

- Formal review processes the board uses to evaluate the school's head leader: The Board's Executive Director Review Committee is assigned the responsibility of evaluating the Executive Director / CEO using the following Individual Performance and Professional Development Plan process:
    - Stage I of the CEO professional development plan - Goal Setting, is implemented during the first quarter.
    - Stage II - involves a Mid-Year Check-in Conference in which the CEO reports to the Board.
    - Stage III - By June, a Formal Performance Evaluation of the CEO is completed by the Executive Director Review Committee. The Board's Executive Director Review Committee is responsible for the implementation, monitoring and evaluation of the CEO professional development plan and makes a final recommendation to the Board of Directors.

- Areas of performance focus, on which the CEO reports to the Board, include the following:

Visionary and Inspirational Leadership

- Executive Leadership / Shared Leadership
- Team Assessments and Department Assessments

- Handbooks Updates
- Professional Goals

Academic Leadership, Accountability, and Outcomes

Instructional leadership including:

- WBWF Annual Goals
- MAP data
- MCA data
- Contractual Goals Reporting

Fiscal Leadership, Accountability and Outcomes

- MDE Finance Compliances & Recognitions
- Long term Financial Projections
- Annual Audit Compliances

Board, Authorizer, Community and Other Stakeholder Relationships

- Updates and Authorizer relationships
- Partnerships
- Grants
- Parent Involvement Stats
- Contract Goals

School Culture and Climate

- Staff Survey results
- Parent and / or student survey results
- Parent Engagement Goals

Talent Investment and Leadership Development

- Staff turnover statistics
- Professional Develop data and tracking
- Goals

CEO's 2017-2018 record of Professional Development:

- McREL Educational Research Balanced Leadership Academy, Creating a Purposeful Community, and Shared Leadership training (summer)
- Clifton, Larson, Allen leadership and financial development sessions

- Regional Centers of Excellence Advisory Training & Committee
- Educational Policy Fellowship
- University of MN Urban Leadership Academy
- MN Principals Academy Cohort
- University of St. Thomas Executive Director Leadership Institute Cohort
- McREL Educational Research "Classroom Instruction that Works" instructional leadership training (summers 2013-2018)
- School Improvement School Leader training sessions Regional Centers of Excellence (fall & spring)
- ASCD National Educational Leadership Conference
- MACS Directors Development sessions
- Charter School National Conference
- PENworks Leadership Conference 2017

<u>Activities Completed/Progress/Results for 2017-18:</u>

- Upgraded security systems building wide added eight additional cameras inside and outside of building for a total of 16 security cameras.
- Collaborated with transportation companies to provide higher quality and improved safety systems for student transportation services to and from school.
- Increased student access to technology including upgraded Tyus Jones Creative (partnered with MN Timberwolves) Learning Lab and purchased additional Chromebooks for student classroom use. Also provided upgraded new laptops and LCD projectors in every classroom for teachers to integrate more technology into their instructional practices.
- Community Partnerships have been developed including Dancing Classrooms where our 5th grade students learn ballroom dance, DARE program, DeLaSalle, Mpls, and Christo Rey Jesuit School. Additional Community Partnerships include:
    - Brooklyn Park Rotary Club
    - Brooklyn park Lion's Club
    - Equity Leadership partnership
    - Robbinsdale Schools Leadership partnership
    - Centers of School Excellence
    - Parent Aware MN
    - MN Reading and Math Corps
    - Teach for America
    - MN Senior Corps volunteers

- Mayor & City of Brooklyn Park
- Jr. Achievement
- Mary's Place
- Sharing & Caring Hands
- Godfather's Pizza

- Under the leadership of the CEO several grants or funding sources were applied for and/or obtained to help meet the school's mission, vision and goals, including:
  - Walmart community small grants
  - Target field trip transportation grants
  - Hennepin County recycling grants
  - Individual Classroom Grants
  - Parent Aware early childhood scholarship grants
  - Audubon EE grant
  - Striving Readers grant
  - Dollar General grant
  - PBIS grant for cohort training
  - VPK, Pathway I & II
  - A variety of Federal Grants including, ADSIS, Title I, II, III, several federal sped grants,
  - Other Local grants

- Overall, Excell Academy has a very successful year "A Year of Growth" with a 16% increase in enrollment, 20% increase in staff, and estimated 10% increase of the fund balance, and an overall average of 9.1% growth academically.

Professional Development Goals/Areas of Focus for 2018-19:

For 2018-2019, the CEO / Executive Director will continue with the above Areas of Focus including upgrading adding a full time Safety and Security Coordinator, partner with Hope4Youth, MN in which Excell will pilot a homelessness support program within our school for 2018-19, and add additional Brooklyn Park Police community programs for youth. The CEO is also increasing Excell Academy's Voluntary Pre Kindergarten Program, where we are partnering with daycares in the community to serve more preschoolers for kindergarten readiness.

XII. Staffing

Teachers and staff at Excell Academy for Higher Learning have high expectations for all learners. Our teachers develop a 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.

A commitment to diversity and equal employment opportunity is the foundation for recruiting and hiring employees here at Excell Academy for Higher Learning. Excell Academy is strategic in both hiring and developing quality staff. We cultivate candidates early and hire by the spring to bring in the strongest candidates by sending out our "Intent to Return forms" early. Once we receive these forms back, we plan accordingly by posting in several popular websites (Star Tribune, EdPost, etc.) and conducting group/team interviews. In these postings we communicate what's exciting and challenging about working at Excell Academy so that candidates are prepared for our school culture, and unsuitable candidates self-select out of the process. We include current staff in the interview process, check references and conduct background checks. We understand that staffing each classroom with an effective teacher is the most important function of our 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.

All of our 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).

A total of eight days (five in August/September immediately before the school year, and three during the year) are used for PD. At the beginning of the school year PD is offered in a variety

of key areas including: curriculum based training (Direct Instruction, Nat Geo, Core Knowledge Pre-K Sequence, Language for Learning, McREL's CITW2 Instructional Framework, Balanced Literacy, Math Matrix framework for math instruction), training surrounding the English Language Arts standards, standards based lesson planning and instruction, classroom management (Responsive Classroom and Teach Like a Champion), and training on racial equity in schools.

Job embedded professional development has occurred for the duration of the contract term in our Professional Learning Communities (PLCs) established through the Q Comp program. Lead Teachers introduce research based instructional strategies, teachers use them and bring back data/student work to show effectiveness. Common assessment data are being 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.

Members of the ILT have had many opportunities to attend professional development surrounding implementation science, leadership teams and school improvement through the Center for Excellence and their school advocates. Also, Excell's Executive Director and members of the ILT received training on McREL's research supported Classroom Instruction that Works 2 (CITW2) Instructional Planning Framework (IPF). Several members of the ILT have become trainers and are recertified annually. Excell's "McREL Team" trains all licensed teachers at Excell annually. The ILT has developed practice profiles on the IPF for observation and support of implementation with fidelity.

2017-18 Licensed Teaching Staff				
Name	**File #**	**License and Assignment**	**2018-19 Status***	**Comments & Prof. Dev.** *Include information regarding special licensure (e.g. Community Expert) or other relevant information.*
Baker, Riki	475611	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Bergstrom, Bridget	427908	Classroom Teacher	NR	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.

2017-18 Licensed Teaching Staff				
Blanco, Sharleen	467598	Specialist Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Dunbar, Dominique	497674	Reserved Teacher	R	Balanced Literacy, PBIS, CPI, etc.
Gavin, Mariah	440827	Middle School Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Giddings, Kula	470882	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Hillestad, Angela	429770	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Holbrook, Cassandra	493139	Reserved Teacher	R	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Jackson, Timothy	394946	Reserve Teacher	NR	McRel's CITW2, PBIS, CPI, etc.
James, Julie	435058	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Johnson, Debra	469338	Special Ed. Teacher	R	McRel's CITW2, PBIS, CPI, etc.
Jones, Danita	449874	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Kempf, Sara	469005	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Kock, Ashley	456483	Reading Specialist	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Kroma, Jartue	485877	Special Education	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Larson, Erika	407314	Mentor Teacher	R	PBIS, CPI, etc.

2017-18 Licensed Teaching Staff				
Lewis, Elyse	472119	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
McCarthy, Julianne	467874	Reserve Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Melendez, Mikayla	498677	ELL	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Merrigan, Amber	418469	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Mueller, Bethany	420748	Middle School Lang. Arts Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Nogle, Kimberly	995763	ELL Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Norton, Katherine	411227	Reading Spec. / Title I	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Reisdorf, Timothy	414661	Math Interventionist	R	McRel's CITW2, Academic Language Development, PBIS, CPI, etc.
Sauve, Amy	442836	Special Education	R	McRel's CITW2, PBIS, CPI, etc.
Schemenauer, Jennifer	478680	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Sen, Sarah	402909	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Sneen, Kipton	459060	Middle School Math Teacher	R	McRel's CITW2, Academic Language Development, PBIS, CPI, etc.
Walters, Amanda	451968	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Williams, Jordan	504574	Reserved Teacher	R	Balanced Literacy, PBIS, CPI, etc.

2017-18 Licensed Teaching Staff				
Yelle, Katy	475608	Classroom Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Young, Nancy	396012	Special Education	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Zeilske, Mandi	483409	Special Education	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.
Zoubek, Mary	481520	ELL Teacher	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, etc.

* R = Returning, NR = Not Returning

Percentage of Licensed Teachers from 2017-18 not returning in 2018-19 (non-returning teachers/total teachers from 2017-2018 x 100)	6% (2 of 34 teachers)

2018-2019 New Licensed Teaching Staff			
Name	**File #**	**License and Assignment**	**Comments** Include information regarding special licensure (e.g. Community Expert) or other relevant information.
Pardun (Krohn), Hannah	475756	Classroom Teacher	Academic Language Development, PBIS, CPI, Leadership Development, etc.
Pederson, Anna	508701	Classroom Teacher	Academic Language Development, PBIS, CPI, Leadership Development, etc.
Norlien, Andrew	485309	Physical Education Teacher	Academic Language Development, PBIS, CPI, Leadership Development, etc.
Olstad, Meagan	483191	Reserved Computer Lab Teacher	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Reyerson, Philip	488358	Reserved Teacher	Academic Language Development, PBIS, CPI, Leadership Development, etc.

2018-2019 New Licensed Teaching Staff			
Vanderlin, Amy	489945	Classroom Teacher	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Wagner, Amy	318365	Reading Intervention Teacher	Academic Language Development, PBIS, CPI, Leadership Development, etc.

2017-18 Other Licensed (non-teaching) Staff			
Name	**License and Assignment**	**18-19 Status***	**Comments**
Balvin, Justin	Academic Dean	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Uttech, Jennifer	Social Worker	R	Mental Health / Trauma, 504, PBIS, CPI, etc.

* R = Returning, NR = Not Returning

2017-18 Non-Licensed Staff			
Name	**Assignment**	**18-19 Status***	**Comments**
Anderson, Thomas	Assessment Coordinator	R	McRel's CITW2, Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Barney, Hannah	K-Readiness Ed. Assistant	R	PBIS, CPI
Beutel, Anna	Special Ed. Para.	R	PBIS, CPI
Brooks, Bridget	Secretary	R	PBIS, CPI
Bowen, Raven	Health Office Coordinator	R	PBIS, CPI

2017-18 Non-Licensed Staff			
Christofferson, Samuel	Special Ed. Para.	NR	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Davison, Dewitt	Special Ed. Para.	R	PBIS, CPI
Davison, Synethia	Food Service / Health Coordinator	R	School Health Development, asthma, diabetes, etc., CPI
Dillard, Elaine	Special Ed. Para.	nr	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Dunbar, Candace	Facilities/Transportation Director	R	Facilities, Building Security, School Health, etc.
Flaminio, Ken	Special Ed. Paraprofessional	R	PBIS, CPI
Garcia, Liliana	Registrar/Receptionist	R	
Gordon, Shalonda	Exec. Assistant/HR Coord.	R	HR Development, Employee Data Systems, Staff Benefits, SHRM, Equity Training, etc.
Grant, Edwin	Student Success Coach	R	PBIS, CPI
Grant, Stephen	Technology Coordinator	R	CPI, Building Tech, etc.
Grant, Tiffany	Employee Daycare Teacher	R	DHS Early Childhood Management Requirements
Gregerson, Katie	Special Ed. Paraprofessional	R	PBIS, CPI
Harchysen, Tessa	Special Ed. Para.	R	PBIS, CPI
Holbrook, Cassandra	Admin. Assistant Half-time	R	PBIS, CPI
Holland, Fay	Student Support/Parent Liaison	R	PBIS, CPI

2017-18 Non-Licensed Staff			
Johnson, Jameliah	Special Ed. Para.	R	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Loyd, Cathy	Custodian	R	
McNutt, Jamel	Special Ed. Para.	R	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Penister, Tonya	Educational Assistant	R	Academic Language Development, PBIS, CPI, etc.
Perkins, Rashadd	Special Ed. Para.	NR	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Snead, Dawn	Employee Daycare Teacher	R	DHS Early Childhood Management Requirements
Singh, Bram	Custodian	R	
Singh, Heroutie	Pre-K Ed. Assistant	R	
Twaroski, Monica	Special Education Para.	R	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Williams, Miea	Pre-K Teacher	R	PBIS, CPI, Core Knowledge
Williams, Sabrina	CEO/Director	R	*See Director Professional Development List included in this report*
Williams, Tonya	Student Success Coach	R	
Willis, Cecilia	Community ed. Director/Bus. Coord	NR	School finance systems, etc.
Young, Bethany	Special Ed. Para. Lead	R	Balanced Literacy, Academic Language Development, PBIS, CPI, Leadership Development, etc.
Vang, Sweet	Special Ed. Para	R	PBIS, CPI
Washington, Shamilia	Pre-K Educational Assistant	R	PBIS, CPI

2017-18 Non-Licensed Staff			
Welch, Sean	Special Ed. Para.	R	PBIS, CPI
Wolfe, Katy	Pre-K Educational Assistant	NR	PBIS, CPI

* R = Returning, NR = Not Returning

2018-19 Non-Licensed Staff - NEW		
Name	**Assignment**	**Comments**
Clark, Mekka	Special Education Para.	
Henry, Janay	Special Education Para.	
Thao, Moua	Special Education Para.	
Walker, Precious	Special Education Para.	

XIII. Operational Performance

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

Transportation

Although it was our plan to continue with the same bus company we started with last year that was not able to happen. We were in a shared contract with Odyssey Charter School which ended up closing at the end of the year and we were not able to afford the contract alone. We ended up contracting with the previous company again but with specific needs and demands in the contract. Although there were a few bumps during the year they did try to resolve them to the best of their ability.

Facilities

This was a better year for facilities having everyone in the same building and having access throughout the building. Our expansion has worked out well and has enabled us to increase our enrollment. Now due to increased enrollment we are currently looking to do another expansion in the space that is currently being used for storage to allow more office space and another classroom.

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 physician 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 grades PK-5
- Facilitates programs for students in need of vision correction to receive free glasses

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.

Family 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. Some of the monthly parent/family involvement nights include: Meet the Teacher Night, Read to Succeed Night, Open Gym Night, Winter Carnival, STEAM Night, Black History Night, and the Annual Title I meeting. 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 1st and 2nd trimesters) and will return to offering conference times in the evening and during the day to better accommodate schedules of working-families. Parent/family volunteers are frequently involved through our monthly birthday celebrations, grade level field trips and the Annual School Picnic on the last day of school. In the previous school year, Excell Academy launched its 'Parent Ambassador' group to provide leadership opportunities for our most engaged families.

Technology Updates

Educational Technology: Software and Hardware / Services

Throughout the school year, several steps were taken to integrate the teaching experience at Excell Academy, with available technology, and to integrate newer technology into the classrooms. One of the most captivating updates is our new computer lab renovation.

Tyus Jones Creative Learning Lab: In partnership with NBA Timberwolves Player Tyus Jones, Excell Academy's learning lab was renovated and refreshed to promote student interactive technology. Tyus Jones along with media reps from ESPN, FoxSports, and others, dedicated the refreshed computer lab to Excell's students.

Learning software programs include:

- Learning Without Tears: Some curricula from Learning Without Tears are being implemented this year, in order to further involve technology with in the classes of our youngest learners.
- Google Apps For Education has been integrated with the weekly lessons for grades 3 and up, including common core assessments, which are often administered through the Google Forms application.
- Khan Academy (www.khanacademy.org) has been a go to website for our before and after school tutoring programs. The format is ideal for independent learners in our upper grades.
- MobyMax has become a great intervention and teaching tool for grades 5 and younger. This is used for the younger students during our tutoring programs, in addition to being used daily in many of the grade school classrooms.
- Typing.com: This website has interactive lessons that can be created by teachers, for classes. Progress can be monitored by teachers, who can assign new lessons as needed.
- LanSchool has been integrated into our newly renovated Creative Learning Lab. This program makes it easy for the instructor to facilitate lessons and interventions by allowing them to control and monitor student computers.

While maintaining a computer lab, for scheduled educational use, with the elementary instructors, Excell also set up a mobile computing lab, dubbed "Study Island," where students were able to utilize several online based math and reading study enhancement resources.

These resources were accessed using 24 Dell laptops setup in several small groups within the "Study Island" classroom. They included the Study Island website (studyisland.com), where students were able to access interactive tests and lessons based on math and reading standards

from past standardized tests. Khan Academy was used to supplement the lessons and tests on Study Island, with interactive video tutorials, and practice activities.

Additionally, computers in both the Study Island lab, and the computer lab had Lexia, interactive reading enhancement software, installed on them. The elementary teachers were able to schedule lab time, at least twice a week, to focus on Lexia Reading activities for their students. Typing Tutor 9 and Rapid Typing software were installed in the main computer lab as an enrichment activity alternative for students who either finished their lessons in Lexia, or who had completed the majority of their assignments on the study island website.

Services Providers

As part of the proposed renovation / expansion plan for Excell Academy, we have been working with Corporate Technologies, a third party technical support entity. Corporate Technologies has been helping with the implementation of new technologies around Excell, as well as the installation of the new equipment listed below. Corporate Technologies also has been extremely helpful with solving issues relating to the network cutover to Comcast, and phone system changes.

In addition, Excell uses Comcast Business services as our phone and Internet service provider.

XIV. Finances

For questions regarding school finances and for complete financials for 2017-2018 and/or an organizational budget for 2017-18, contact:

Position: Nichole Schmidt
Contact info: 220 South Sixth Street, Suite 300
Minneapolis, MN 55402
Phone: 612.397.3256
Email: nichole.schmidt@claconnect.com

CliftonLarsonAllen (CLA) provides accounting services for School as of July 1st, 2018.

Information presented below is derived from final audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2018.

FY 18 Finances			
	General Fund	Food Service Fund	Community Service Fund
Total Revenues	$6,268,753	$374,820	$342,922
Total Expenditures	$6,221,536	$395,050	$221,668
Net Income	$47,217	($20,230)	$121,254
Total Fund Balance	$873,679	$34,574	$249,029

Overview

Excell Academy continues to pride itself in being a financially stable organization. As last year's annual report had stated, school year 2016-17 was a hard year financially due to some long-term debt reduction expenses. However, in FY18 the Academy was able to again, turn things around financially and was able to add to the fund balance. The school also was able to maintain adequate cash reserves without needing to borrow against a line of credit and bring the general fund balance as of June 30, 2018 back to 14%.

Factors to take into account for FY18 include:

- $148,242 was the net profit that was added to the fund balance
- Total expenditures increased by $335K from prior fiscal year
- Total enrollment increased by 33 students from prior fiscal year

Revenues

All state and federal programs provided the usual funding sources for Excell Academy. The school did receive another PreK Incentive grant during FY18.

Expenses

Excell Academy again increased staffing compensation during FY18 to move more towards relevant market rates for high quality teaching and administrative staff.

Net Income and Fund Balance

Excell Academy's fund balance increased by $148K this fiscal year. Expenditures did increase with the enrollment increase, but the Academy was able to keep them equal to the additional revenue that also came with that enrollment increase, and was again able to add to the fund balance with a surplus.

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

Excell Academy's Renewal Application, submitted to ACNW on September 14, 2018, articulated the following plans the school wishes to pursue, as Future Strategic Directions for the next charter contract term:

Enrollment: Excell Academy is not looking to grow enrollment above 500 at the current location. Our primary focus is to manage and monitor for quality rather than quantity. Over the contract term we have recruited additional cultures increasing diversity at the school-including Hmong students, as well as students from Mexico, Central America, India and more. Diversity is more than meets the eye at Excell, for example we have students from various countries in West Africa (Liberia, Nigeria, Ghana, etc), as well as some from East Africa (Kenya, Ethiopia) in addition to our African-American students.

Site Expansion plans: Excell Academy is interested in purchasing their current building. Excell has also put in a request for additional land to build out and have more space for growing PreK, Special Education and Community Support services in the school. More space, and possibly partner with other community agencies for services "mixed delivery system" for early learning programs.

Early Learning Program: Excell Academy plans to expand its Early Learning Programs by increasing its Voluntary Pre-Kindergarten Program (VPK) enrollment as well as increasing its three-and-a-half-year-old through five year old non-instructional program. In 2017-2018, Excell planned to enroll 40 VPK students and 20 three and a half year olds. Excell met the goal of 40 VPK students and would like to meet goal of 80 students in VPK program in 2018-2019 (including mixed delivery system).
Employee Daycare- Excell Academy piloted a licensed employee daycare in 2016-2017. We plan to increase enrollment to the maximum capacity.

Additional Programs:

Excell Academy piloted a social emotional student support program in 2017-2018. In collaboration with Headway Emotional Health Services company, we housed a certified mental health therapist to offer co-located therapeutic services to our families. We will continue to monitor the program and get feedback from students, staff, and parents to determine continuation and/or expansion of the program's services. Excell is interested in providing additional on-site "wrap-around" services for families and the community moving forward. Excell is planning to partner with community agencies to pilot a comprehensive "mixed delivery system" for services in the upcoming years.

Continue programs: Summer School, Summer SMARTS, before and afterschool tutoring, and before and afterschool childcare, and employee daycare.

Appendix A: School Calendar

Excell Academy for Higher Learning's calendar for 2017-18 is displayed below; the current-year calendar is available online at **http://www.excellacademy.dreamhosters.com/excell-2015-2016-school-year-calendar/**

Excell Academy for Higher Learning | District No. 4068 | 2017-2018

AUGUST 2017

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**		

21-25 Optional Teacher Work Days
24-25 New Teacher Orientation
28-31 All Staff Orientation
31 Student Orientation (PM)

Instructional Hours: 0
Instructional Days: 0

SEPTEMBER 2017

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

1 All Staff Orientation
4 Labor Day (No School)
5 First Day of School
25 Staff Development (No School)

Instructional Hours: 117
Instructional Days: 18

OCTOBER 2017

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				

10 Conferences (PM)
12 Conferences (PM)
19-20 MEA Conference (No School)
30 Staff Development (No School)

Instructional Hours: 123.5
Instructional Days: 19

NOVEMBER 2017

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**		

22 Early Release (12:30)
23-24 Thanksgiving Break (No School)
30 Trimester 1 Ends

Instructional Hours: 126.75
Instructional Days: 19.5 / 20

DECEMBER 2017

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

1 Reporting Day (No School)
4 Trimester 2 Begins
22 Early Release (12:30)
25-29 No School (Winter Break)

Instructional Hours: 97.5
Instructional Days: 15 / 15

JANUARY 2018

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			

1-5 No School (Winter Break)
15 No School (Martin Luther King Day)
29 Staff Development (No School)

Instructional Hours: 104
Instructional Days: 16

FEBRUARY 2018

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			

19 Presidents' Day (No School)
20 Conferences (PM)
22 Conferences (PM)

Instructional Hours: 123.5
Instructional Days: 19

MARCH 2018

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

8 Trimester 2 Ends
9 Reporting Day (No School)
12 Trimester 3 Begins
26-30 Spring Break (No School)

Instructional Hours: 104
Instructional Days: 16

APRIL 2018

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					

Instructional Hours: 136.5
Instructional Days: 21

MAY 2018

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		

28 Memorial Day (No School)

Instructional Hours: 143
Instructional Days: 22

JUNE 2018

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

8 Last Day for Students
Trimester 3 Ends
11 Last Day for Licensed Staff
18 Summer School (June 16-July 26) Begins (Tentative)

Instructional Hours: 32.5
Instructional Days: 6

Trimester I (September 5, 2017 - November 30, 2017): 56.5 days
Trimester II (December 4, 2017 - March 8, 2018): 55.5 days
Trimester III (March 12, 2018 - June 11, 2018): 59 days

Instructional Hours: 1,111.5 Instructional Days: 171
Student Contact Days: 172 Staff Days:

■ = No School for Students
(#) = Early Release

City of Brooklyn Park
Council Work Session

Meeting Date:	February 4, 2019	**Originating Department:**	Administration
Agenda Item:	E-1	**Prepared By:**	Devin Montero, City Clerk
Agenda Section:	Closed Session	**Presented By:**	Jeffrey Lunde, Mayor
Item:	Close the Meeting Pursuant to MS Section 13D.05, Subd. 3(B)		

City Managers Proposed Action:

MOTION _____, SECOND _____, TO CLOSE THE MEETING PURSUANT TO MINNESOTA STATUTES, SECTION 13D.05 SUBDIVISION 3(B) TO DISCUSS MATTERS PROTECTED BY THE ATTORNEY CLIENT PRIVILEGE RELATING TO PROPERTY LOCATED AT 8401 WEST BROADWAY.