
UNIVERSAL ACADEMY CHARTER SCHOOL

ANNUAL REPORT & WORLD'S BEST WORKFORCE PLAN

Farhiya Einte, *Executive Director*

2919 26th Ave South, Minneapolis, MN 55406
Office (651) 340-5994
Fax (651) 202-3934

www.uacsmn.org



ISD # 4225-07

2016-17

Contents

School Information.....	3
Student Enrollment.....	4
Characteristics/Demographics.....	4
Student Attendance, Attrition, & Mobility	4
Successes and Challenges.....	6
Worlds' Best Workforce Components.....	6
Innovative Practices & Implementation	15
Primary & Statutory Purpose of a Charter School.....	17
Student and Parent Satisfaction Survey Results.....	18
Academic Performance	18
MCA-II Data	18
NWEA Data	21
ACCESS FOR ELLs.....	21
UA Staffing.....	21
Governance and Management	23
Finances	26
UA Future Plans.....	27
Attachments.....	28
Attachment 1: School Calendar.....	28
Attachment 2: Daily Schedules	29

School Information

Address:

2919 26th Ave South
Minneapolis, MN 55406
(P) 651.340.5994
(F) 651.202.3934
(W) www.uacsmn.org

Grades Served: K-5

Year Opened: 2014-15

Mission Statement

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

Vision Statement

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

Authorizer Information

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

Wendy Swanson-Choi, Executive Director of Charter School Authorizing

Universal Academy's authorizer contract with Novation Education Opportunities (NEO) began on January 24, 2014. The school is authorized until June 30, 2019, by this contract. NEO ensures that Universal Academy is accountable and responsible in 4 key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. This is Universal Academy's third year as a charter school.



Student Enrollment

Number of Students Enrolled

Below is a table of enrollment covering the first three years of enrollment at Universal Academy Charter School. Our enrollment goal for 2016-17 was 340 students. This was also the building cap for our location during the first three years of operation. 2017/18 initial enrollment as of October 1 was 353.

	2014-15	2015-16	2016-17
Kindergarten	50	50	50
1st Grade	44	52	55
2nd Grade	27	51	58
3rd Grade	23	27	49
4th Grade	27	26	32
5th Grade	19	29	32
6th Grade	-	21	35
7th Grade	-	-	29
Total	190	256	340
Total ADM*			

Characteristics/Demographics

Ethnicity	Percentage	Special Population	Percentage
American Indian/Alaskan Native	0%	English Learner	93.8%
Asian/Pacific Islander	0%	Special Education	4.7%
Hispanic	0%	Free/Reduced Lunch	99.6%
Black	100%		
White	0%		

- October 1 Enrollment: 340
- Attendance Rate: 96%

Student Attendance, Attrition, & Mobility

Universal Academy will add one grade each year and eventually grow to K-8. One of UA's goals is 90% attendance. During the 2014/15 school year, UA had grades K-5. For SY 2015/16 Universal Academy added 6. During 2016/17 UA went to K-8. This was in accordance with the growth plan.

STUDENT ATTENDANCE

	2014-15	2015-16	2016-17
Overall Attendance Rate	95.3%	96.3%	96.75%

Universal Academy enjoyed stable overall attendance during the 2016-17 school year. This is a reflection of the investment families have made in Universal Academy. Students are consistently attending school and remaining enrolled at UACS.

STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2015-16 school year and October 1 of 2016-17 school year.	65%
--	-----

**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

130 students have been enrolled consecutively for three years, out of 609 who have been enrolled total. 21% of total enrolled students have been enrolled for three years

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	227	167	0	35	35	20%
2015-16	127	256	1	55	56	21%

* Total mid-year transfers divided by Number of students on Oct. 1.

After reviewing the mobility data from the last two years, it is clear that Universal Academy attracts more students than it loses during the school year. There is, however, progress to be made towards decreasing the number of students who transfer out mid-year. Universal Academy would like to cultivate a mobility index closer to 5%.

Successes and Challenges

Successes

- This year Universal Academy received awards for Exceeding the State in Acceleration Growth for Students Below Grade Level in Reading and Math and Exceeding the State in Proficiency for English Learners in Reading, Mathematics, and Science from our authorizer.
- Universal Academy was able to secure a new space for the 2016-17 school year, in a former supermarket building at Lake Street and 26th Avenue in South Minneapolis. This is a convenient location for our families, and the building is being renovated for the school by the landlord.
- 2016/17 was Universal Academy's first year with a new curriculum, Envision 2.0 and Reading Street. Parents and students reported great satisfaction with the new curriculum.
- Most of our teachers decided to return from 2016-17 to 2017-18. During this transition we lost only three staff.
- Enrollment between 2016/17 and 2017/18 has increased by just under one hundred students as of November 1st. This growth is due to our effective programming and growing relationships between parents and our community. The move to a bigger and newer facility has also helped with enrollment.

Challenges

- Student retention remains a challenge. UACS continues to work with highly mobile students. Many families who enroll at UACS are moving from city to city due to availability of low income housing.
- UACS has challenges communicating with parents and engaging and involving them in their students' learning.
- Parents have difficulty helping students academically due to language barriers, low educational achievement themselves, and cannot afford tutoring.
- Attracting and recruiting high-quality, experienced teachers is a struggle for UACS. During the 2016/17 the school struggled to fill Title I, EL, Middle School Math, and Special Education teacher positions.
- The language barrier between parents and teachers is challenging as well. There are only have a few translators available which limits the amount of communication teachers and parents have. Ideally, UACS would like to see a very communicative and collaborative communication between parents and teachers.

Worlds' Best Workforce Components

Educational Approach and Curriculum

Our Instructional Philosophy and Focus

A unique philosophy of Universal Academy Charter School is that multiple curricula and resources must be available along with a learning program responsive to student needs in order to accelerate the learning of the state standards for all students. It is essential to:

- Analyze data to identify each student’s strengths and needs in mastering the state standards in addition to each class as a whole
- Engage students in setting individual goals as well as collective class goals
- Monitor individual and collective progress toward meeting the goals
- Adjust instruction and select resources to accelerate learning. For example, if one curriculum or teaching technique in math doesn’t work for a few students, then it is necessary to modify the approach in re-teaching and use additional techniques and resources. UACS makes a commitment to each student to identify what works to accelerate his or her learning as monitored through weekly data analysis. UACS implements aligned strategies of Responsive Classroom, Direct and Differentiated Instruction, Sheltered Instruction Observation Protocol (SIOP), and Response to Intervention (Rtl) in a results-oriented culture that fosters a growth mindset.

In order to improve the implementation of the strategies, Universal Academy is replicating aspects from Harvest Preparatory and Best Academy, two of the highest-performing schools in Minneapolis. The educational program will enable all students to meet challenging academic achievement standards by implementing the following school wide strategies:

- Data-driven Instruction (DDI) in conjunction with Response to Intervention (Rtl),
- Embedding professional development into daily instruction utilizing instructional coaching and instructional techniques from Teach Like a Champion and SIOP, and
- Implementing a study visit protocol during a visit to the highest performing charters in the state and nation. Universal Academy will replicate Harvest Preparatory and Best Academy’s study visit protocol. Conducting study visits to high performing schools in the state and nation ensures that Universal Academy’s benchmark for success is at the highest standard.
- Each Friday, in professional learning communities organized by grade level clusters, teachers will use the following resources:

- 1.0 Driven By Data: A practice to improve Instruction, by Paul Bambrick Santoyo (2010). This book serves as a resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.
- 2.0 Teach Like a Champion- 49 Techniques That Put Students on the Path to College: by Doug Lemov (Jossey Bass, 2010). Lemov carefully observed teachers whose inner-city students perform at dramatically high levels. Then he broke down what they do into carefully described techniques that all teachers can put into practice. This book also serves as a valuable



resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.

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

Universal Academy aims to meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academy Progress (NWEA MAP) results as a benchmark for success. Universal Academy utilizes a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

to the school board.]

Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
<i>Kindergartners will demonstrate readiness for first grade by meeting their NWEA Growth Target.</i>	<p>15 students tested both fall and spring, 5 met their growth target in Math, 33% in math.</p> <p>17 students tested both fall and spring in reading, 3 met their growth target, 17% in Reading.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> The Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>The percentage of continuously enrolled at UACS who achieve proficiency on the Reading MCA will be at least 40%.</i>	30% of continuously enrolled students in 3 rd grade at UACS meet proficiency.	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

Goal	Result	Goal Status
		<input type="checkbox"/> District/charter does not enroll students in grade 3

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
The percentage of proficient EL students enrolled at Universal Academy on October 1 in grades 3-6 will be equal to the Non-EL students on the Reading MCA.	All students: 41.9%, EL students: 41.9%	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Students in 7 th grade will score on-par with the statewide average proficiency in math.	UACS students score as 19.3% lower than the statewide average in the ALL student group. In the EL student group, UACS is 25.9% above. Our student body is 98% EL.	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	Provide the result for the 2016-2017 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input checked="" type="checkbox"/> District/charter does not enroll students in grade 12

1. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

To analyze our schools progress towards our WBWF goals we focused mainly on NWEA data as that is what our goals are written about. However, during our overall Comprehensive Needs Assessment we analyzed Student Demographics data, WIDA ACCESS test results, MCA Results, Student and Parent Satisfaction Survey Results, teacher feedback and classroom management data, and a Teacher Satisfaction Survey.

UACS has an extremely high EL population, 98% of students are classified as EL. Our students are also 100% Free and Reduced Lunch eligible. These are additional challenges to our student body which need to be considered when comparing achievement data.

Kindergarten students scored poorly on the NWEA test. Only 21% of students met their growth target, however, all students made progress towards their goal. Students average 97% progress towards achieving their growth goal. This is a high margin of progress and we feel that it is a positive indicator of student's readiness for first grade.

On the MCA's, UACS scores well above our comparison schools for EL Students, showing that we are making great progress towards closing the achievement gap.

2. Systems, Strategies and Support Category

4a. Students

All students have a learning plan that is developed by the teacher and the parents. It starts by assessing the students current levels at the start of school: results of their MCA and NWEA tests, prior year grades, WIDA scores (if applicable), and incoming school assessments are considered when developing a student's learning plan for the year. As a high EL school, we disaggregate data between EL and Non-EL students. Within All Students we also track former EL Students and many times continue to provide additional supports to former EL students. Key indicators of progress include: passing their grade level homework and tests, meeting NWEA growth targets for the year, MCA Proficiency scores, and WIDA progress scores (if applicable).

4b. Teachers and Principals

Universal Academy held Professional Development every Friday afternoon. This time was used to enhance teacher's skills in teaching a high population of ELL students. The school planned for 18 days of additional professional development for teachers to attend trainings and conferences. These days were used and the school contracted to have several PD trainings held at the school. The school director contracted with local experts in charter school administration and management and received coaching and professional development from these contracted services providers. She also attended the National Charter School Conference and sat in on all PD trainings offered to staff that she was not a part of as an instructor. The School Director is evaluated annually by the School Board.

4c. District

Our small-scale school and close-knit staff create a caring space and investment in student achievement. Individualized instructional practices are tailored to meet students at their academic levels and support their overall learning and personal growth. Teachers attend a multitude of conferences to gain knowledge on new educational practices and technologies to use in an enhanced classroom.

3. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

As a Charter School we operate as our own independent school district. All teaching staff are experienced teaching staff dedicated to serving urban youth. Teacher evaluations are done yearly, and our process is modeled after the MN Department of Education's model for teacher evaluations. Our evaluation has multiple points of contact and is careful to track progress on student learning goals. The curriculum is reviewed and adjusted yearly based on prior year feedback from teachers and parents. The school director is evaluated yearly by the school board, in accordance with best practices.

Instructional program and curriculum

The curriculum and instructional practices used are as follows.

1. Data-driven Instruction includes assessment, analysis, action, and culture.

- Assessment: Creating rigorous interim assessments that provide meaningful data.
- Analysis: Examine results of assessments to identify the causes of both strengths and shortcomings.
- Action: Teach effectively what the students most need to learn.
- Culture: Create an environment in which data-driven instruction can survive and thrive.

2. Response to Intervention (RtI) is designed to provide proactive, student centered reading/math interventions to students in the primary grades, thus creating an opportunity for successful experiences for all children in the area of reading and mathematics. Students are assessed using standards based assessments to identify performance level compared to Minnesota Academic Standards for each grade level. NWEA/MAP may also be used along with teacher records, curriculum tests, and transferred records.

The basic premises of RtI are:

- All primary students begin in Tier One and move to other tiers based on need.
- The RtI team collects and reviews data to measure student progress, assigning all students a Tier based on need in reading and math.
- After students are grouped into tiers based on their identified needs, students will receive interventions designed to better meet their individual learning needs.

3. Universal Academy implements the Sheltered Instruction Observation Protocol (SIOP) with English Learners. The SIOP Model is a research-based and validated instructional model that has been proven effective in addressing the academic needs of English Learners. Content knowledge, vocabulary and specific content-focused skills are the main focus, rather than the English language taught in isolation. All teachers, as well as support staff, are trained in and implement the SIOP techniques in their classrooms and utilize the WIDA (World-Class Instructional Design and Assessment) resources available to Minnesota schools as a consortium member. Since large numbers of Universal Academy's students are newcomers to school in the United States, this model of English language learning is important to support teachers with a specific starting point and method for differentiation of instruction as they work with the ESL teacher and design lessons that all students can access and learn from regardless of their prior mastery of English.

4. In addition, Universal Academy implements Direct Instruction (DI). DI provides a strong focus in the early elementary grades on the development of cognitive skills including attention, memory, and retrieval. Students are taught rote rehearsal, semantic and phonemic grouping strategies, and chunking or grouping strategies. In addition, students are taught categorization strategies, and how to create a conceptual hierarchy. Direct Instruction is a research-based strategy for accelerating growth in reading originated by: March C. Schug, Sara G. Tarver, & Richard D. Western.

5. In addition, all staff are trained in the Responsive Classroom approach that enhances the overall climate of the school and gives teachers/staff techniques to help students solve behavior problems school-wide. Responsive Classroom is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. This approach consists of practical strategies for helping children build academic and social emotional competencies day in and day out. In addition to reducing discipline problems, using these strategies increases student engagement and academic progress and supports a culture of high expectations. The Responsive Classroom is a research-based strategy for promoting a safe, positive learning environment: American Educational Research Journal in March 2014.

6. Technology is leveraged to allow students time to practice basic skills and allow teachers time to focus on higher order thinking with small groups of students. Universal Academy also addresses the need for students to know how to appropriately and safely use the Internet and their personal devices for retrieving information, determining fact from fiction, manipulating data, and creating new data.

7. As its primary math curriculum, UACS selected Singapore Math, which stresses students' foundational skills, teaching concepts versus process. Teaching conceptually lays a foundation, thus enabling all students to progress through advanced mathematics. Students as young as second grade begin learning multiplication and division and are performing simple pictorial algebra by fourth grade. Singapore Math incorporates student discussion about solving math problems. The quick mental calculation is stressed.



Teachers use the Singapore approach to teaching math concepts and encourage problem solving skills and creative thinking. Singapore Math takes on fewer concepts,

about 10 each year, but children are expected to master them in more depth with greater understanding. The strong point of Singapore is the way basic concepts are presented- there is always more than one approach, and the ideas are presented pictorially, so English Learners understand the concepts more thoroughly. Singapore Math is an effective mix of drill and practice, word problems and mental calculation instruction connected to important concepts.

8. Universal Academy utilizes the Houghton Mifflin Reading and Language Arts Sequence as its primary curriculum in K-6 to assure the learning styles of all students are being met and that all MN Academic Standards are addressed. In addition, Daily 5, SRA Imagine It, and Words Their Way are supplemental structured reading programs that provide resources for reaching the students' academic goals. These structured reading programs help students develop the daily habits of reading, writing, and working independently, and

support the goal of providing differentiated instruction based on student needs.

9. Universal Academy utilizes a teacher-developed, standards-based curriculum based on Glencoe-McGraw Hill, Exploring Our World: People, Places, and Cultures. This series has a strong mix of core content, leveled books, activities and technology that engage students and connect them to their real world. It includes resources that support core social studies content, including games, poems, and songs for lower grades and provides informal assessment opportunities that align with Universal Academy's data-driven culture.

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

75% continuously enrolled students will demonstrate at least 1 year's progress on NWEA Growth measures.

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

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

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

Universal Academy utilizes Q-Comp standards to evaluate teachers. The curriculum will be evaluated based on teacher feedback, student progress, and parent satisfaction.

Remediation and acceleration practices or programming.

As 99% of the student body are English Learners, UA does not have a remediation program. Students are given additional supports to support their learning until they no longer need them. Students with a firmer grasp on the curriculum are given more challenging coursework to complete.

Special Education Program

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

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

The Child Find process is implemented as follows. Universal Academy's Child Find Process includes collecting data through assessments as well as indirect means, including assessing a child's academic, gross and fine motor skills, receptive and expressive language skills, vision, and cognitive skills. Universal Academy's Child Find Process is designed to facilitate discussion, collaboration, problem solving, and the sharing related to the delivery of instruction and behavior management. School staff, parents, and /or agency representatives have

the right to refer the students to the Child Find Team (Rtl team) with appropriate evidence, as determined by our contracted Special Education Director and the team.

The Rtl Team ensures that interventions are identified and documented, and progress is monitored. After intensive intervention and evaluation (if necessary), final identification of the student will occur and, if appropriate, an IEP will be developed. In developing IEP's Universal Academy seeks to provide instruction in the least restrictive environment. Special Education teachers teach alongside classroom teachers to model effective strategies for ensuring that all students have instruction on grade level standards and with school wide strategies. In addition, Special Education teachers are part of the weekly, interdisciplinary grade level cluster Professional Learning Communities where they share effective strategies, learn from other teachers and monitor progress with school wide strategies.

English Learner Program

All incoming and returning students take the Home Language Questionnaire upon enrollment or at the beginning of each school year. Students whose families identify as speaking a different language at home either take a WIDA test or their WIDA record is requested from their prior school. During the 2016/17 school year, 99% of the student body was identified as EL.

EL teachers push-in to the literacy and math instruction blocks in each grade level. If necessary, additional pullout support is offered to students who need more intensive instruction in the English language. SLOP is a research-based approach to improving access to content for English learners, as noted above. SLOP strategies are utilized by all general education teachers in their lesson planning and instruction.

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

School Calendar

During the 2016/17 school year, UACS served students in grades K-7. Classes operated for 175 days, each day running 350 instructional minutes, and 390 total in-school minutes.

A snapshot of the school's school year calendar that includes total annual instructional hours is included as **Attachment 1** to this document. **Attachment 2** is a copy of each grade level's daily schedule.

Innovative Practices & Implementation

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

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

Study visits are organized in a train-the-trainer model where teacher leaders who participate in the site visit will train the other teachers and paraprofessionals at Universal Academy. The teacher leaders provide leadership in their grade-level teams to monitor the impact of the implementation of the strategy on student learning so that teachers can observe whether or not the adjustments to instruction are accelerating student learning.

In addition, Universal Academy contracts with leadership from the high-performing charter school that teachers visited to visit Universal Academy to observe and provide feedback on Universal Academy's use of the particular strategies that were the focus of the site visit. The program is designed to support state academic standards.

Instruction is intentionally designed to begin the first day of school to meet student needs in order to ensure students meet Minnesota academic grade-level standards. After a student is enrolled and before school begins, student assessment data is collected and formatted for analysis. The teachers analyze this data and map the curriculum based on student performance relative to the state standards for each grade level during their two-week preparation time prior to the first day of school. Teachers identify and prioritize the student needs and strengths and set goals for the students based on the Minnesota state standards for each grade level for each subject area. According to the student needs, teachers start backward planning from the Minnesota standards. During the two weeks of professional development before school begins, the teachers are trained to use a pacing guide and backward planning to plan instruction to ensure that students remain on track to meet the Minnesota Academic Standards. Then the teachers design specific interventions to meet student needs. These are considered Tier One interventions because teachers design them to be implemented during whole-class instruction. Students receive 90 to 120 minutes of daily reading instruction and 60 to 90 minutes of math in the general education setting. Students who are at risk for failure in reading or math as identified by the results of the assessments that students take prior to the first day of school receive additional tiered interventions. Students identified as needing additional intervention in Tier II receive the same instruction as Tier I, but receive an additional 30-minute block in reading or math in small homogeneous groups for 6 to 8 weeks. Students

identified as needing additional intervention beyond Tiers I and II, receive the same instruction as Tier I, but receive 2 additional 30- minute instructional blocks with one on one instruction for the duration of the 6 to 8 weeks. Every six weeks student academic performance data is analyzed and progress monitored to ensure that the intervention is accelerating learning for each student to meet the grade level standards.

During 2016/17 UACS added a Parent Education program. This program taught parents how to use YouTube as an educational support tool. This strategy works well with upper grade students. Parents are learning the language and expectations of an academic setting. Utilizing Youtube enables Parents to learn alongside their children. Teachers send suggestions for YouTube videos via the Progress Report which is sent out every two weeks. Some teachers send them home every week when needed. The Parent Portal also allows parents to check on student progress at any time. Training on using the Parent Portal was given several times throughout the year.

Use of an Intervention Binder was Implemented during 2016/17. Every classroom has an intervention binder with 4 categories of interventions which are aligned to state benchmarks and use the same language as MCA standards; meets, partially meets, exceeds etc. During small group lessons students work on the applicable intervention lesson for their achievement of that week. If they do not work through the intervention successfully they go to the Success Room to work with the Title I teacher. Title I teacher tracks student and teacher progress on interventions.

Primary & Statutory Purpose of a Charter School

Universal Academy's primary purpose is to *(1) improve pupil learning and student achievement by accelerating student learning* through an aligned framework of Data-Driven Instruction in conjunction with Response to Intervention (RtI), Responsive Classroom, Direct and Differentiated Instruction, and Sheltered Instruction Observation Protocol (SIOP) in a results-oriented culture that fosters a growth mindset. Additional purposes are to *(2) increase learning opportunities for pupils by ensuring that teachers are receiving professional development for and utilizing research-based effective instructional techniques* as reported in Doug Lemov's Teach Like a Champion and to *(3) encourage the use of different and innovative teaching methods* through weekly data analysis in Professional Learning Communities (PLCs) to ensure teaching techniques are monitored and adjusted to accelerate student learning. Universal Academy will meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academy Progress (NWEA MAP) results as a benchmark for success. Universal Academy will utilize a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

Additional World's Best Workforce Data

Universal Academy has a population of 100% Black or African American students. While this is not ideal from a diversity standpoint, it has allowed the school to understand and cater to the unique needs of the student body. As a large percentage of the school are first generation East African Immigrants, the school has developed relationships with the community to comprehensively support families and enhance student learning.

Universal Academy is implementing a thorough Literacy Plan. In all subject areas, Universal Academy strives to implement best-practices instructional strategies as described above in the section on *Our Instructional*

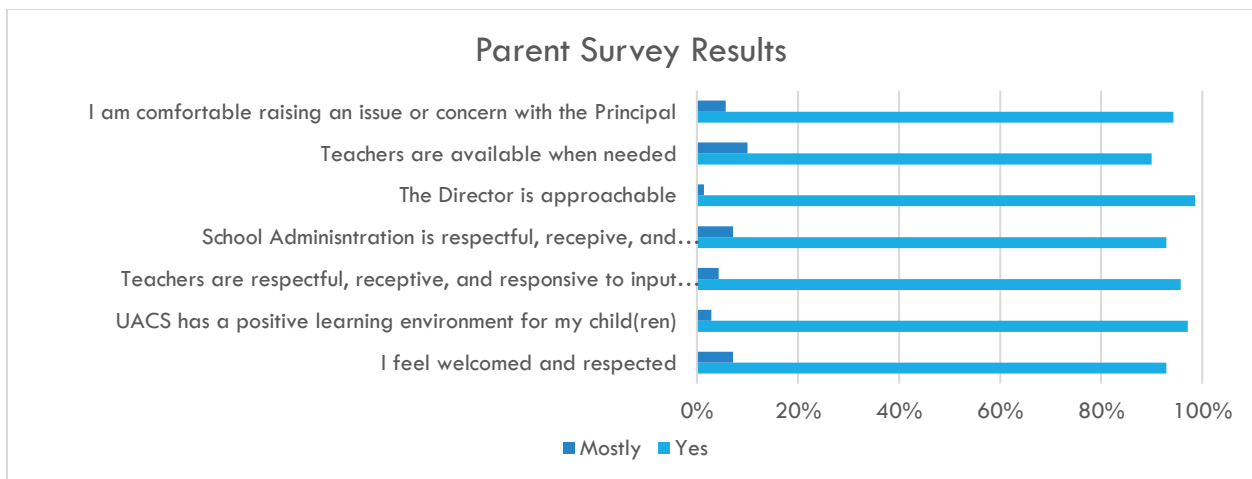
Philosophy and Focus, so that all students are able to reach grade level standards.

By ensuring that students are literate and on track for education success from an early age, Universal Academy contributes to students’ lifelong learning success. Collaboration with students in developing their academic goals gives them a sense of ownership over their education and provides them with investment in their learning. This sense of ownership and personal investment will enable students to continue setting and achieving goals throughout their life. Early development of academic responsibility and an understanding of how a High School diploma will impact life-long success with the expectation that students *can* achieve great things with their lives will go a long way in ensuring students graduate from high school and pursue college or employment.

Student and Parent Satisfaction Survey Results

Parent Survey Results

In brief, parents are very happy with the education and environment of Universal Academy. They feel Universal Academy is a welcoming, positive environment for families and students. School Administration and teachers are perceived as being available and receptive to parents. Parents feel comfortable communicating with School Administration and Teaching Staff.



Academic Performance

MCA-II Data

MATH	2014-15	2015-16	2016-17
Percent of students “On Track for Success”	28.6%	79.9%	44.1%
Percent of students making High, Medium, and Low Growth			

High	10.7%	66.7%	33.3%
Medium	46.4%	30.0%	33.3%
Low	42.9%	3.3%	33.3%

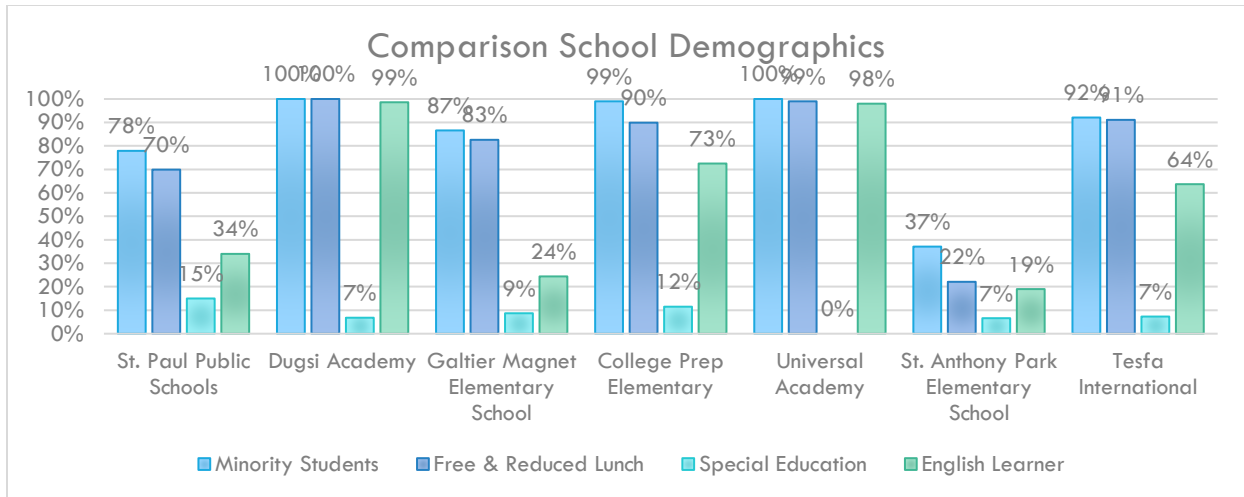
READING	2014-15	2015-16	2016-17
Percent of students "On Track for Success"	20%	75.0%	44.6%
Percent of students making High, Medium, and Low Growth			
High	4%	65.0%	28.9%
Medium	60%	28.3%	36.1%
Low	36%	6.7%	34.9%

This growth data is pulled from MDE's School Report card: <http://rc.education.state.mn.us/>.

The MCA data from the last two years is especially promising and points towards the efficacy of Universal's educational program. The average proficiency for English Learner students in reading and math throughout the state hovers between 15-20%. Universal Academy students are achieving above 40% proficiency as a 98% EL student body. UACS tests well above its comparison schools, and is making significant progress towards closing the achievement gap between EL's and Non-EL students.

Comparison Schools

Comparison schools were chosen based on student demographics and their neighborhoods proximity to Universal Academy. Most of the comparison schools have a very similar student population. St. Anthony Park Elementary School and St. Paul Public schools have the most different student populations. These two were selected as comparison schools for gauging how Universal Academy is doing in closing the Achievement Gap. St. Anthony Park has a very small minority population and tests much higher on the standardized achievement tests. This school is located only 3.5 miles from Universal Academy.

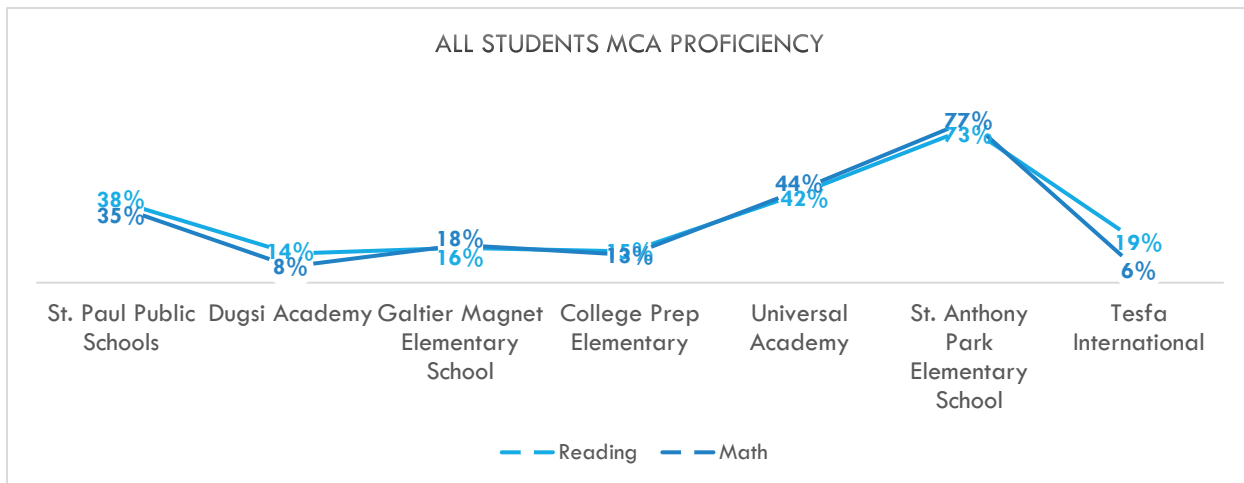


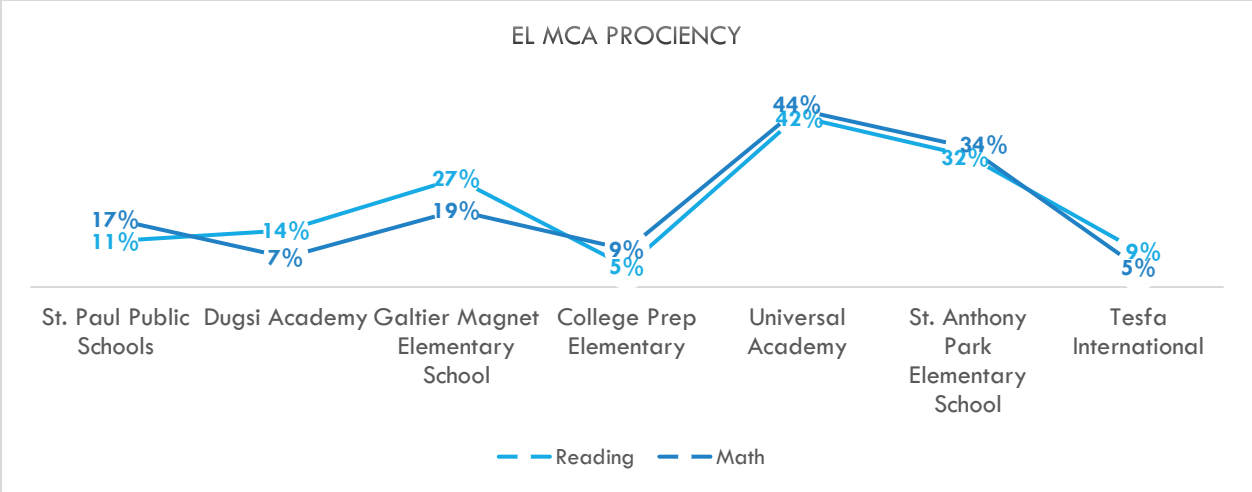
Dugsi Academy was chosen as a comparison school due to a very similar demographic of students and educational philosophy. This charter school has been functioning for many years and is well established.

Galtier Magnet Elementary school is a few miles away from Universal Academy. It serves similar numbers of Minority & Free and Reduced lunch students, though it has significantly fewer English learner students. It is part of St. Paul Public Schools.

College Prep Elementary is a Charter school on the northern edge of the Frogtown neighborhood. They have been a functional charter school for several years and have a well-established program.

Tesfa International is located in the same building as Universal Academy and is a second-year charter school. Tesfa serves significantly more Special Education students than Universal, and about half as many English learner students.





Universal Academy’s comparison schools have been selected based on proximity to the school, similar demographics, and the overall district in which the school is located. St Anthony Park has been selected to demonstrate Universal’s work towards closing the achievement gap. The gap between UACS and St. Anthony for ALL students was 33% points in Math and 31% in Reading. For EL students, Universal students test 10% above St. Anthony Park in Reading and 9% above in Math. Universal has made great strides towards closing the achievement gap with our students.

NWEA Data

Grades K-2 were assessed using the NWEA MAP assessment. The upper grades were not tested on the MAP because they had the state required MCA testing. The NWEA MAP is used to gauge progress in the lower grades.

On the Reading NWEA MAP assessment, 86 students tested in both the fall and spring. Of those 86, 31 met their RIT Growth target for the year; or, 36% met their growth target.

On the Math NWEA MAP assessment, 75 students were tested in both the fall and spring. Of those 75, 29 met their RIT Growth target for the year, or 35%.

ACCESS FOR ELLs

WIDA test results from 2016 indicate that Universal Academy students are making strides towards English language proficiency. 31.3% of UACS students are at Level 4 or above on the WIDA access test. This is comparable to the state average of 27.2%

UA Staffing

During the 2016/17 school year, the school had 18 licensed teachers, three office staff, one Assistant Director, an executive director, and 14 aides. All teachers hold a valid Minnesota license in the area(s) for which they teach.

2016-2017 Universal Academy Staff Roster

ADMINISTRATION

Director & Principal	Ms. Farhiya Einte
Assistant Director	Ms. Alana Woods
MARSS Coordinator & Lunch Director	Ms. Nawal Abdulle
Building Operations	Mr. Ahmed Abas

TEACHERS

Kindergarten Teacher	Ms. MacKenzie Hill
Kindergarten Teacher	Ms. Lucy Crosby
1 st Grade Teacher	Ms. Andrea Bakke
1 st Grade Teacher	Ms. Laura Nystrom / Hamdi Ali
2 nd Grade Teacher	Ms. Jackie Bieszk
2 nd Grade Teacher	Ms. Ariel Gillespie
3 rd Grade Teacher	Ms. Sarah Pratt
3 rd Grade Teacher	Ms. Maryam Abdulahi
4 th Grade Teacher	Ms. Casidee Webb
5 th Grade Teacher	Mr. Mohamed Salah
6 th Homeroom 6 th / 7 th Grade Social Studies and Language Arts	Ms. Nicole Weinmann
7 th Homeroom 6 th 7 th Grade Math and Writing	Ms. Amanda Procopio
Arabic Teacher	Ms. Fatima Maghadoui
Title 1 / District Assessment Coordinator	Ms. April Alhuniti
SPED Teacher	Mr. Adam Katz
Computer	Ms. Ellen Rislove
5 th , 6 th , 7 th Science	Mr. Mike Esty
ELL Teacher	Ms. Anna Bullard

ASSISTANTS

AIDE (K) - HILL	Ms. Marian Mohamed
AIDE (K) - CROSBY	Ms. Shugri Mataan
AIDE (2 nd) – Bieszk	Ms. Safia Ali
AIDE (2 nd) – Gillespie	Mr. Fabien Dubbe
AIDE (3 rd) - Pratt	Ms. Miski Abdullahi (1:1)
AIDE (3 rd) – Maryam	Ms. Amina Hassan
AIDE (4 th) -	Ms. Marianne Banda (1:1)
AIDE (4 th) -	Ms. Duniyo Haile (1:1)
AIDE (4 th) -	Ms. Fathi Shakul (1:1)
AIDE (4 th) -	Mr. Mohmed Mire
AIDE (5 th) -	Mr. Corey Webb
AIDE (6 th) -	Ms. Fitra Smith
AIDE (Math)-	Mr. Mohamud Noor

AIDE (Arabic) -	Ms. Maymuna Ikar
SUPPORT	
Front Desk	Ms. Hodan Nur
Technology Coordinator	Mr. Wael Abdikadir
RTI Monitor	Mr. Sakhaudin Mohamud
Maintenance (Lunch)	Ms. Hawa Farah
Maintenance (Lunch & Building)	Mr. Haji Muridi
Maintenance (Lunch & Building)	Ms. Warda Aziz
Maintenance (Lunch & Building)	Ms. Hawa Jama
Maintenance (Lunch & Building)	Mr. Kadar Ahmed
Maintenance (Lunch & Building)	Ms. Fadumo Adan

On October 1, UA had 18 licensed staff for 340 or 19 students per teacher. This intensive staffing model allowed for students to have extensive individualized attention. A teacher-heavy staff contributes to Universal's overall model of intensive support for students and high levels of instruction.

Governance and Management

UA BOARD OF DIRECTORS

Board Members	Board Term	Title	Contact #	Email	Category
Amiin Harun	3 Years	Board Chair	952-297-5974	Md_amiin@yahoo.com	Board Chair
Abdulkadir Osman	3 Years	Asst. Board Chair	612-221-9728	aksosman@yahoo.com	Vice Board Chair
Lucy Crosby	1 Year	Teacher Member	651/340-9554	lcrosby@uacsmn.org	Teacher Member
Ahmed Haile	2 Year	Parent Member	651/494-2254	Saciidoandismaciil1@gmail.com	Parent member
Laila Wardhere	1 Year	Parent Member	952/769-4181	Bonil74@yahoo.com	Parent Member

Comprehensive school board training was completed on May 26, 2016.

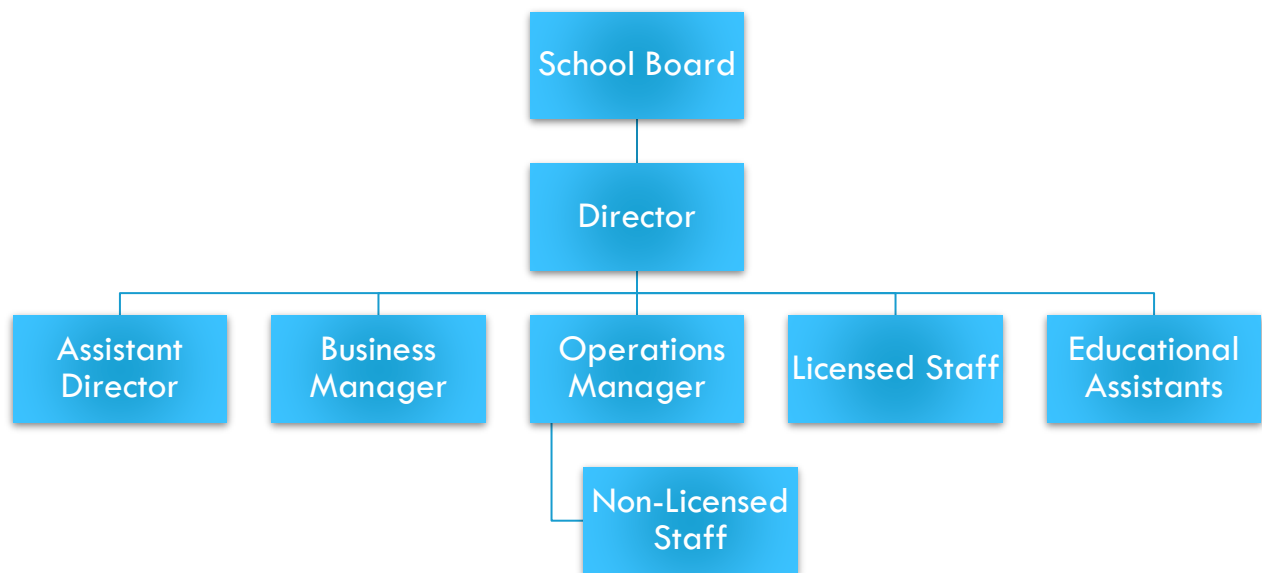
The school materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

- 4) school board composition and the board demonstrates the capacity to govern an effective charter school;
- 5) board member training;
- 6) effectively and transparently conducting board meetings:
 - a) A discernible method for conducting meetings (i.e. Robert's Rules)
 - b) Complying with MN Open Meeting Law
 - c) Timely distribution of board materials prior to meetings to board members and authorizer
 - d) Appropriate documentation of board and committee meetings
- 7) board decision-making and oversight, including but not limited to:
 - a. Establishing, reviewing and implementing policy
 - b. Establishing performance expectations that are in alignment with charter contract
 - c. Regularly reviewing academic, financial and operational data
 - d. Overseeing school improvement plans as necessary
 - e. Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports and financial audits

UA MANAGEMENT STRUCTURE

Universal Academy's management structure is as shown in the organization chart below.

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



Director's Professional Development Plan

The Director of Universal Academy Charter School is Farhiya Einte. She holds two Bachelor's degrees, a Master's Degree, and a license in Elementary Education. She is working on her Principals licensure at Hamline University. She completed 3 classes during FY17 and will finish the degree in 2019.

Operational Performance

Universal Academy affirms that it materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

- A. relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:
 - State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
 - TRA/PERA;
 - School website is compliant with statutory and authorizer expectations;
 - Insurance coverage;
- B. the school facilities, grounds and transportation, including but not limited to:
 - a) Fire inspections and related records;
 - b) Viable certificate of occupancy or other required building use authorization;
 - c) Physical space provides a safe, positive learning environment for students;
 - d) Appropriate and safe student transportation practices;
- C. health and safety, including but not limited to:
 - e) Nursing services and dispensing of pharmaceuticals;
 - f) Food service;
 - g) Emergency management plan;
- D. admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
- E. due process and privacy rights of students, including but not limited to:
 - c) Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
 - d) Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
 - e) Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
 - f) Transfer of student records;
- F. employment including transparent hiring, evaluation and dismissal policies and practices;
- G. required background checks for all school employees

Finances

The following is one approach to providing financial information for the annual report. Full financial statements are not necessary. Even though you may not have final FY16 audited financial information, you must still provide preliminary information.

For questions regarding school finances and for complete financials for 2016-17 and/or an organizational budget for 2016-17, contact:

Name: Ann Yang
Position: Finance Director
Contact info: Designs for Learning
Phone: 651-255-8858
Email: ayana@designlearn.net

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

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Novation Education Opportunities no later than December 31, 2016.

FY16 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	3,985,715	230,152	N/A
Total Expenditures	2,767,440	227,251	N/A
Net Income	1,218,275	2,901	N/A
Total Fund Balance	2,597,148	2,901	N/A

Overview

Brief narrative regarding overall financial situation – successes and challenges from FY17 (e.g., met enrollment targets, fell below targets, received large grant, holdback, lines of credit).

Finances during the 2016-2017 school year remained stable. The original budget was developed for 250 ADM and ended the school year with 282.71 ADM.

There was a balance of \$94,894 in current liabilities for general accounts payable and payroll liabilities at June 30, 2017. A portion of the liability is for payroll withholdings on the last day of the month which are not paid until the first days of July, thus they are reflected on the current balance sheet.

Revenues

As of June 30, 2017, the school has received in Fund 01 a total of \$3,985,715 of current Fiscal Year State, Federal, and Local revenues. Universal Academy Charter School ended June 2016 with a current fiscal year to date Fund 01 positive balance (revenues received less expenditures incurred) of \$1,218,275.

Expenses

The largest expenses for Universal Academy are salaries & benefits, followed by purchased services, the building lease, and supplies. Purchased services include most of our Special Education team as they are contracted consultants, contracts for professional development, recruiting services, and school improvement strategists.

Expenses for the school year increased appropriately for the increase in student enrollment.

Net Income and Fund Balance


Universal Academy Charter School had an overall audited fund balance of \$2,597,148 at June 30, 2017.

UA Future Plans

- 1) Expansion plans: Universal Academy Charter School will be moving to a new building in Minneapolis. This building will be newly renovated and provide more space for our students. It is closer to where many of our students live and cuts down on travel time for them. The first year in the new space will be the 2017/18 school year.
- 2) Each Teacher will begin using an intervention binder and tracking the interventions each student receives throughout the year.

Attachments

Attachment 1: School Calendar

2016 – 2017 UNIVERSAL ACADEMY CHARTER SCHOOL CALENDAR																																																																																																																																																		
 <p>HOPE for Brighter Future</p>		<p>2 New Year's Day / No School 3-13 NWEA (WINTER) 12 Parent Empowerment Night 12-13 Retention Meetings I 16 Dr. M.L. King Day / No School</p> <p>COMP WEEK ←</p> <p>20 Data Day / No School 23 QUARTER III BEGINS 26-27 Parent-Teacher Conferences (PM)</p>		<p>JANUARY 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>			S	M	T	W	TH	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																																																																																						
S	M	T	W	TH	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																																																																																																																																																
<p>UNIVERSAL ACADEMY CALENDAR LEGEND</p> <p>Teacher Work Days → 197 Student Contact Days → 175</p> <ul style="list-style-type: none"> No School for Students No School for Students + Staff Data Day: Students No School SPECIAL SCHOOL EVENT DISTRICT / STATE TESTING NEW QUARTER BEGINS 		<p>1 IVIDA Testing Begins 9 Parent Empowerment Night & QII Honor Roll 13-17 OLPA Testing --- Gr. 3-7 (Tentative) 20 Presidents' Day / No School</p>		<p>FEBRUARY 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>			S	M	T	W	TH	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																																																																																																						
S	M	T	W	TH	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																																																																																																																																																
<p>AUGUST 2016</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>		S	M	T	W	TH	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				<p>8-10 Teacher PD 19 Open House 22 First day of school (K-7) 29-31 NWEA (FALL)</p>		<p>9 Parent Empowerment Night 9-10 Retention Meetings II 17 IVIDA Testing Ends</p> <p>COMP WEEK ←</p> <p>24 Data Day / No School 27-31 Spring Break / No School</p>																																																																																																				
S	M	T	W	TH	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																																																																																																																																															
<p>SEPTEMBER 2016</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>		S	M	T	W	TH	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		<p>1-9 NWEA (FALL) 5 Labor Day / No School 8 Parent Empowerment Night 13-14 Fall Break / No School 23 NWEA Data Day / No School</p>		<p>3 QUARTER IV BEGINS 10-14 Math MCA Testing 17-21 Reading MCA Testing 25-27 5th Science MCA Testing 29 Parent Empowerment Night 27-28 Parent-Teacher Conferences (PM)</p>																																																																																																				
S	M	T	W	TH	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																																																																																																																																													
<p>OCTOBER 2016</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		S	M	T	W	TH	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						<p>13 Parent Empowerment Night 19 Picture Day 20-21 MN Teacher Conferences 31 COMP Data Day / No School</p> <p>→ COMP WEEK</p>		<p>4 QIII Honor Roll 11 Parent Empowerment Night 11-12 FINAL Retention Meetings 15-26 NWEA (SPRING) 29 Memorial Day / No School</p>																																																																																													
S	M	T	W	TH	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																																																																																																																																																	
<p>NOVEMBER 2016</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table>		S	M	T	W	TH	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				<p>1 QUARTER II BEGINS 3-4 Parent-Teacher Conferences (PM) 10 Parent Empowerment Night & QI Honor Roll 14-18 OLPA Testing --- Gr. 3-7 (Tentative) 24-25 Thanksgiving Break / No School</p>		<p>1 Field Day / No Uniform End of QUARTER IV 2 Kindergarten Graduation Last Day for Students 9 Last Day for Teachers Final Report Cards Due</p>																																																																																																				
S	M	T	W	TH	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																																																																																																																																															
<p>DECEMBER 2016</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>		S	M	T	W	TH	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	<p>8 Parent Empowerment Night 19-30 Winter Break / No School</p>		<p>197 Teacher Work Days 175 Student Contact Days</p> <p>Term 1: 44 days Term 2: 45 days Term 3: 43 days Term 4: 44 days</p>																																																																																																				
S	M	T	W	TH	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																																																																																																																																												
<p>JANUARY 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		S	M	T	W	TH	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						<p>MARCH 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>		S	M	T	W	TH	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		<p>APRIL 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>			S	M	T	W	TH	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						
S	M	T	W	TH	F	S																																																																																																																																												
						1																																																																																																																																												
2	3	4	5	6	7	8																																																																																																																																												
9	10	11	12	13	14	15																																																																																																																																												
16	17	18	19	20	21	22																																																																																																																																												
23	24	25	26	27	28	29																																																																																																																																												
30	31																																																																																																																																																	
S	M	T	W	TH	F	S																																																																																																																																												
			1	2	3	4																																																																																																																																												
5	6	7	8	9	10	11																																																																																																																																												
12	13	14	15	16	17	18																																																																																																																																												
19	20	21	22	23	24	25																																																																																																																																												
26	27	28	29	30	31																																																																																																																																													
S	M	T	W	TH	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																																																																																																																																																		
<p>MAY 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>		S	M	T	W	TH	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				<p>JUNE 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>		S	M	T	W	TH	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		<p>JULY 2017</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>TH</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>			S	M	T	W	TH	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31												
S	M	T	W	TH	F	S																																																																																																																																												
	1	2	3	4	5	6																																																																																																																																												
7	8	9	10	11	12	13																																																																																																																																												
14	15	16	17	18	19	20																																																																																																																																												
21	22	23	24	25	26	27																																																																																																																																												
28	29	30	31																																																																																																																																															
S	M	T	W	TH	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																																																																																																																																													
S	M	T	W	TH	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																																																																																																																																																	

Attachment 2: Daily Schedules

2016-2017 UACS Daily Schedules

<p style="text-align: center;"><u>Kindergarten</u></p> <p>7:15 – 8:00 Arrival and Breakfast 8:00-9:00 Small Group Reading 9:00 – 9:15 Morning Meeting 9:15 – 9:30 Read Aloud 9:30 – 10:00 Bathroom Break and Calendar 10:00 – 10:30 Reading 10:30-10:50 Writing 11:00 – 11:40 Lunch and Bathroom Break 11:50 – 12:40 Specialist (Arabic or Computers) 12:40-1:00 Quiet Time 1:00-1:10 Read Aloud 1:10 – 1:40 Math 1:40 – 2:00 Choice Time 2:00 – 2:15 Goodbye</p>	<p style="text-align: center;"><u>Kindergarten</u></p> <p>7:15 – 8:00 Arrival and Breakfast 8:00-9:00 Small Group Reading 9:00 – 9:15 Morning Meeting 9:15 – 10:00 Reading 9:30 – 10:00 Bathroom Break and Calendar 10:00 – 10:30 Reading 10:30-10:50 Writing 11:00 – 11:40 Lunch and Bathroom Break 11:50 – 12:40 Specialist (Arabic or Computers) 12:40-1:00 Quiet Time 1:00-1:10 Read Aloud 1:10 – 1:40 Math 1:40 – 2:00 Choice Time 2:00 – 2:15 Goodbye</p>		
<p style="text-align: center;"><u>2nd Grade</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Gillespie</p> <p>7:15 – 7:55 Morn Work 8 – 8:30 Morn Meet 8:30 – 8:55 Reading Skill 9 – 9:55 PREP 10-11 Reading Station 11 – 11:20 SS / Science 11:20 – 11:45 LUNCH 12 – 1:30 Math Station 1:30 – 2:20 Writing 2:20 – 2:30 Dismissal</p> </td> <td style="width: 50%;"></td> </tr> </table>	<p>Gillespie</p> <p>7:15 – 7:55 Morn Work 8 – 8:30 Morn Meet 8:30 – 8:55 Reading Skill 9 – 9:55 PREP 10-11 Reading Station 11 – 11:20 SS / Science 11:20 – 11:45 LUNCH 12 – 1:30 Math Station 1:30 – 2:20 Writing 2:20 – 2:30 Dismissal</p>		<p style="text-align: center;"><u>1st Grade</u></p> <p>8:00-9 DI 9:05-10 Math 10:00-10:20 Science and SS 10:25-11 reading 11:05-11:35 lunch 11:40-Recess 11:55-12:40 writing 12:45-1:35 Specials 1:40-2 Recess 2:05 planners, dismissal routine</p>
<p>Gillespie</p> <p>7:15 – 7:55 Morn Work 8 – 8:30 Morn Meet 8:30 – 8:55 Reading Skill 9 – 9:55 PREP 10-11 Reading Station 11 – 11:20 SS / Science 11:20 – 11:45 LUNCH 12 – 1:30 Math Station 1:30 – 2:20 Writing 2:20 – 2:30 Dismissal</p>			
<p style="text-align: center;"><u>4th Grade</u></p> <p>7:00 – 7:50: Hallway Monitor /Breakfast and Morning Work 7:45 – 8:15: Morning Meeting 8:15 – 9:30 Math (15 min mini lesson) 9:30 – 10:45 Reading 10:50 – 11:45 Arabic and Computers 11:50 – 12:15 Lunch 12:15 – 1:10 Writing 1:10 – 1:40 Social Studies and Science 1:40 – 2:15 Small Group and Independent Work 2:20 Dismissal</p>	<p style="text-align: center;"><u>3rd Grade</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>8:00-9:00 DI 9:00-9:40 Reading Whole group 9:40-9:55 Reading Small Group 9:55-10:55 Specials 11:00-11:25 Reading small group 11:25-11:40 Read Aloud 11:40-12:05 Lunch 12:10- 12:35 Math Whole Group 12:40-1:25 Math small group 1:30-2:15 Writing 2:15-2:20 Planners 2:20 Closing/Go Home</p> </td> <td style="width: 50%; padding: 5px;"> <p>Pratt</p> <p>7:15-7:50 Morning work 8:00-8:30 Morning Meeting 8:30-9:55 Reading Station 10:00-10:50 PREP 11:00-11:30 SS / Science 11:40-12:00 Lunch 12:00-1:20 Math Rotations 1:20-2:00 Writing 2:00-2:20 Planners Recess Retest</p> </td> </tr> </table>	<p>8:00-9:00 DI 9:00-9:40 Reading Whole group 9:40-9:55 Reading Small Group 9:55-10:55 Specials 11:00-11:25 Reading small group 11:25-11:40 Read Aloud 11:40-12:05 Lunch 12:10- 12:35 Math Whole Group 12:40-1:25 Math small group 1:30-2:15 Writing 2:15-2:20 Planners 2:20 Closing/Go Home</p>	<p>Pratt</p> <p>7:15-7:50 Morning work 8:00-8:30 Morning Meeting 8:30-9:55 Reading Station 10:00-10:50 PREP 11:00-11:30 SS / Science 11:40-12:00 Lunch 12:00-1:20 Math Rotations 1:20-2:00 Writing 2:00-2:20 Planners Recess Retest</p>
<p>8:00-9:00 DI 9:00-9:40 Reading Whole group 9:40-9:55 Reading Small Group 9:55-10:55 Specials 11:00-11:25 Reading small group 11:25-11:40 Read Aloud 11:40-12:05 Lunch 12:10- 12:35 Math Whole Group 12:40-1:25 Math small group 1:30-2:15 Writing 2:15-2:20 Planners 2:20 Closing/Go Home</p>	<p>Pratt</p> <p>7:15-7:50 Morning work 8:00-8:30 Morning Meeting 8:30-9:55 Reading Station 10:00-10:50 PREP 11:00-11:30 SS / Science 11:40-12:00 Lunch 12:00-1:20 Math Rotations 1:20-2:00 Writing 2:00-2:20 Planners Recess Retest</p>		
<p style="text-align: center;"><u>6th Grade</u></p> <p>8:05-8:55 PREP (50) 9:05-10:00 Reading (55) 10:05-11:00 Math (55) 11:05-11:45 Science 11:50-12:15 LUNCH 12:20-1:05 Writing 1:10-1:55 Social Studies 2:00-2:25 Small Group (Math/Reading) (25) 2:30 Dismissal</p>	<p style="text-align: center;"><u>5th Grade</u></p> <p>8:00-9:00 DI 9:05-9:55 Math (50) 10:00-10:45 Science (45) 10:55-11:45 PREP 11:50-12:15 LUNCH 12:20-1:10 Reading (50) 1:15-1:55 Writing (40) 1:55-2:25 Small Group / Social Studies (30) 2:30 Dismissal</p>		
<p style="text-align: center;"><u>7th Grade</u></p> <p>8:05-8:55 PREP (50) 9:05-10:00 Science 10:05-11:00 Reading (55) 11:05-11:45 Math 11:50-12:15 LUNCH 12:20-1:05 Social Studies 1:10-1:55 Writing 2:00-2:25 Small Group (Math/Reading) (25) 2:30 Dismissal</p>			