ANNUAL REPORT

2022-2023

"Learning never exhausts the mind." – Leonardo DaVinci

DAVINCI ACADEMY OF ARTS AND SCIENCE STUDENTS WILL BE LIFELONG LEARNERS WHO MAKE MEANINGFUL CONTRIBUTIONS TO SOCIETY.

DaVinci Academy of Arts and Science

Annual Report 2022-2023

Introduction

The purpose of this report is to summarize the progress and achievements of The DaVinci Academy of Arts and Science for the 2022-2023 school year. This annual report provides a comprehensive description of the school's current performance and its educational programs and practices. This annual report meets the required data elements contained in the state statute approved by the Minnesota Department of Education. For purposes of this report, The DaVinci Academy of Arts and Science will be referred to as "DaVinci Academy". Any discussion in this report regarding policies, by-laws, or practices is current as of the date of this report. The reader should refer to DaVinci Academy's website, www.davincicharterschool.org, for minutes of the school board and current policies, to ensure nothing has changed.

Brief History

DaVinci Academy originally opened in Blaine, in the fall of 2008, serving grades kindergarten through sixth grade, with a beginning enrollment of 163 students and an end-of-the-year enrollment of 187 students. For the 2009-2010 school year, DaVinci Academy expanded to include students in seventh grade, ultimately serving 275 students. In 2010-2011 DaVinci Academy expanded to eighth grade and served 375 students. With the eighth-grade expansion, the school also expanded to two sections in the fourth and fifth grades. Enrollment continued to grow and in the 2016-17 school year, the school enrolled 429 Kindergarten through eighth-grade students.

DaVinci Academy applied for a replication grant in 2015, based on the school's status as a high-quality charter school. Because the school could not find land or a building site that would allow them to financially support two separate K-5 schools, the school asked for permission to expand the school on one campus, received 2 years of Federal CSP Expansion funding, and started the expansion planning in 2016.

The 2017-18 School Year was a huge expansion year for DaVinci Academy. The school moved into the new 20-acre Ham Lake Campus to start the school year with 720 students in grades K-8, an increase of approximately 300 students. The staff size doubled as well and an after-school program called the DaVinci Den was added. That year the Renaissance Program was created to serve gifted and talented students. DaVinci Academy's 104,000-square-foot building includes a 3-story atrium, a full gym, a performing arts center, and a library to better serve the expanding population of students. The school enrolled 914 students in the 21-22 school year and 959 in the 22-23 school year.

22-23 School Year

The school year began with an increase in our student attrition numbers. While the school didn't experience much student loss during the COVID pandemic, we did see families leaving in the summer before the 22-23 school year began. There were several reasons why families moved on from DaVinci so the exodus cannot be attributed to one particular factor. We were able to replace the students who left and were fully enrolled in all grades except the middle school classes which, historically, have been under-enrolled due to the challenge of not having a high school program.

Student Attrition During School Year

Reason	K-6 Charter 2018-19	K-7 Charter 2019-20	K-8 Charter 2020-21	K-8 Charter 2021-22	K-9 Charter 2022-23
Family Relocation	5	5	5	15	11
Family Returned to Faith-Based School		1	4	15	
Student not Kindergarten Ready	1			2	
Busing/Transportation	4		1	0	
Transferred to Another District	4	7	10	28	32
Homeschool			11	7	1
Unknown			3	14	
Total	14	13	34	81	44
Percent of Enrollment	2%	1.4%	3.6%	8.2%	4.4%

The 2022-2023 school year saw a large increase in family involvement in school activities. A part-time volunteer coordinator was hired to increase opportunities for parents who become involved and that helped get families back into the building and actively participating.

Staffing challenges between losing a few key staff during the year and an increased need for substitutes made for a challenging year. Licensed staff were often asked to support team members who were out by subbing in their classrooms when in-house subs or externally hired subs were unavailable. To address staff burnout and the increased need for teachers to have planning time, the board approved a late start schedule which began on the Monday of the third trimester. This late start schedule continued as a pilot program through the end of the school year and parents were offered Sunrise Child Care on those mornings as well as emergency transportation for the families who couldn't make the new late start schedule work

for them. The program was evaluated by the board at the end of the school year to determine if it met the goals that it had intended. The board voted to continue the late start Monday schedule for the 2023-2024 school year as teachers were overwhelmingly positive about the increased time created for planning and data reflection.

DaVinci Academy was once again awarded as a High Quality Charter School by the state of Minnesota and ended the year with our highest enrollment: 959 students. We received a clean audit and maintained a fund balance of above 25%.

Mission, Vision, and Pillars

The DaVinci Academy school board reviewed and updated the Mission and Vision of the school at the July 2022 Board retreat. They considered the recommendations of the Environmental Scan which was completed at the end of the 21-22 school year as they examined the Mission and Vision of the school and considered strategic planning for the future. One of the recommendations was to examine the current school Mission and Vision to ensure it is in alignment with equity goals. The new Mission and Vision of the school is as follows:

Mission DaVinci Academy of Arts and Science will cultivate a passion for learning through an enriched and individualized approach to education. The DaVinci community will work together to ensure positive character development and build a strong foundation for continuous learning.

Vision DaVinci Academy of Arts and Science students will be lifelong learners who make meaningful contributions to society.

Pillars DaVinci Academy has four pillars that provide focus and direction to achieving our charter: Arts and Science Focus, Enhanced Learning Experience, Differentiated Instruction, and Character Development. For further descriptions visit www.davincicharterschool.org/mission.

Governance and Management

DaVinci Academy has a 1/1/1 model for its Board.[1] The full Board has nine positions consisting of three parent member positions, two community member positions, two teacher positions, and two positions that can be any of the three. Board members participate in required training in finance, employment, and governance. The committees of the Board are working committees and the Board has not delegated any authority to the committees for

decision-making. The Board holds strategic planning meetings at least annually, and at least once each calendar year assesses its committee structure.

DaVinci Academy has a Code of Ethics and a Conflict of Interest Policy that all Board members follow. Board members complete a conflict of interest and attestation of legal requirements form upon election or appointment to the Board. In addition, all Board members complete the forms annually. Elections and appointments to the Board are held following statutory requirements and requirements contained in DaVinci Academy's Articles of Incorporation and Bylaws.

DaVinci Academy's Board adopts policies, and the Executive Director carries out the day-to-day decision-making to implement the policies. The policies include all those required by statute and additional policies that assist with the effective governance of DaVinci Academy. The Executive Director reports to the Board and is the lead Administrator of DaVinci Academy. The Executive Director directly supervises six other administrators who each assist with various aspects of this responsibility. These roles include: 2 Principals, HR Director, Academic Director, Communications and Development Manager and Operations Manager. The Board has adopted qualifications for each of its administrators and in the case of administrative, supervisory or instructional leadership positions the qualifications include at least: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. Each Administrator is expected to attend MDE or other ongoing training related to their responsibilities, and where the administrator serves in an administrative, supervisory or instructional leadership position and does not hold a valid administrative license a professional development plan is created.

DaVinci Academy's enrollment policy is adopted every year by the Board in advance of the announcement for open enrollment and the policy is published on its website and distributed by other methods for open enrollment. The lottery process is reviewed annually and requires multiple steps to ensure the integrity of the process. DaVinci Academy has waiting lists for most grades and adheres to all requirements regarding preferences and open enrollment. In

addition, DaVinci has strong controls and corporate practices, which are evidenced by the audits issued by our external auditor.

[1] Minnesota law requires that a charter school have a board comprised of at least five non-related members and include: (i) at least one licensed teacher employed as a teacher at the school or providing instruction under contract between the charter school and a cooperative; (ii) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (iii) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers described in this paragraph or parents or community members, or it may have no clear majority.

During the 2022-2023, the Board of Directors made a series of modifications to the DaVinci Academy Bylaws according to the following provision:

> *Section 1. Amendments to Bylaws. The bylaws may be amended, altered, or repealed and new bylaws adopted upon proper notice and a two- thirds majority vote of the Board of Directors.*

On December 17, 2022, the Board of Directors changed the following article to add the underlined:

> *Article IV, Section 6 <u>Resignation and Removal</u>. Directors may resign at any time, effective immediately or at a   specified later date, by giving written notice to the Board President or the Secretary **or by providing verbal notice to the Board at an open Board meeting**. Unless otherwise specified therein, or if no time is specified, at the time of its receipt by the President or Secretary **or Board**.*

The reason behind the change was to be more detailed about the ways in which a board member can resign as well as include the entire board as a recipient of such notice without limiting it to just the Board Secretary or the Board President.

On November 28, 2022, the Board of Directors changed the following article to add the following:

> Article IV Board of Directors, Section 2(c): **Commencing January 1, 2023 Board of Director terms will commence by elections held in May for a three (3) year term or until the director dies, resigns, is removed or the term otherwise expires. The three year terms will commence on July 1 and end on June 30 so as to coincide with the fiscal year. In order to effectuate the transition to the fiscal year election of School Board members the current Director positions A (Teacher), B (Teacher), C (Community) and I (At-Large) will hold office until June 30, 2024, current Director positions D (Parent/Guardian), E (Community) and H (At-Large) will hold office until June 30, 2025 and current Director positions F (Parent/Guardian) and G (Parent/Guardian) will hold office until June 30, 2023.**

The reason behind the change was to align the Board of Directors terms to the 2023-2024 MACS (Minnesota Association of Charter Schools) Proposed Policy Agenda regarding Board Governance in which it is recommended that a regular board term of office for Charter School board members begin on July 1 and end on June 30 to coincide with the fiscal year.

Also on November 28, 2022, the Board of Directors added the following paragraph to the Governance Model IV, Section 2(d)(A) to say the following:

> **An at-large Director whose qualifying classification (i.e. parent, teacher, community**

member) at the time elected or appointed changes to another qualifying classification is removed from the Board as of the date of such change in classification. i.e. an At-Large Board Director whose qualifying classification was originally a community member who later becomes a parent will be removed from the Board as of the date of student enrollment at the school.

A removal from the Board related to a change in classification does not prevent that person from being elected, appointed or reappointed into a qualifying Director position.

The reason behind the change was to be more specific as to what an at-large board member qualifications (teacher, parent, or community member) are at the time of election or appointment and what would happen if those qualifications were to change. In addition, as the specific qualifications might affect the reason why a person receives a vote to serve as a Board Member, the Board of Directors believe it is important to respect the qualification in which they have been elected.

School Board Membership

DaVinci Academy of Arts and Science School Board June 30, 2022

SEAT	ROLE	NAME	POSITION
A	Teacher	Lenny Ulloa Silva	Secretary
B	Teacher	Katharine Borg	Member
C	Community	Samantha Bickford	Member
D	Parent	Jacob Stith	Member
E	Community	Ojonomi Ocholi	Vice-President
F	Parent	Emily Uhl	Member
G	Parent	Melanie Persellin	President
H	At-Large	Emma Fisher	Member
I	At-Large	Idara Uko	Treasurer

Board Training Log

	Board Training Log					TRAINING RECORD		
						BOARD GOVERNANCE	EMPLOYMENT	SCHOOL FINANCE
SEAT	ROLE	TERM (Feb.)	NAME	ORIG. JOINED	POSITION	Year 1	Year 1	Year 1
A	Teacher	2021-2024	Lenny Ulloa Silva	May-19	Secretary	Jan-20	Jan-20	Jan-20
B	Teacher	2021-2024	Katherine Borg	Jan-20		Jun-20	Jun-20	Jun-20
C	Community	2021-2024	Samantha Bickford	Oct-21	VP	Oct-21	Jan-22	Jan-22
D	Parent	2022-2025	Jake Stith	Feb-22		May 22	May 22	May 22
E	Community	2022-2025	Ojonomi Ocholi	Sep-22		Feb-21	Feb-21	Mar-21
F	Parent	2020-2023	Emily Uhl	Jun-21		Jan-22	Jan-22	Jan-22
G	Parent	2020-2023	Melanie Persellin	Dec-15	President	Apr-15	Jan-17	Feb-16
H	At-Large	2022-2025	Emma Fisher	Feb-22		Mar-22	Mar-22	Mar-22
I	At-Large	2021-2024	Idara Uko	Feb-20	Treasurer	Aug-20	Aug-20	Aug-20

School Management and Administration

The 2022-2023 school administration team included: Executive Director Holly Fischer, Academic Director Andrea Halverson, Special Education Director John Fry, HR Director Jenny Kopecky, Operations Manager Cassandra Anderson, Middle School Principal Jack Shields, and Elementary Principal Kelly Zender.   All of these positions advanced the mission, vision, pillars, and goals of DaVinci Academy with a commitment to the ongoing development and well-being of its students, teachers, and staff.

Under the direction of the school board, the Executive Director assumes overall responsibility for all personnel, facilities, services, programs, and operations of the school in accordance with: (1) the written charter of the school; and (2) all other applicable federal, state and local laws and regulations.

Faculty

First Name	Last Name	Position	File Folder #	Licensure Areas
Elizabeth	Anderson	Due Process Coordinator	352065	1-6 Elem, K-12 EBD, K-12 LD
Vanessa	Arboleda	Teacher, G/T	502172	K-6 Elem
Riki	Baker	Teacher, 4th Grade	475611	K-6 Elem
Veronika	Boreen	Teacher, 3rd Grade	505747	K-6 Elem
Katharine	Borg	Teacher, Kindergarten	470023	K-6 Elem
Rachel	Boughton	Teacher, MS Social Studies	472536	5-12 Social Studies
Amy	Bronkhorst	Teacher, Substitute	437798	Short Call Sub
Hannah	Brown	Teacher, Kindergarten	1014282	Elem Ed

Nicole	Brown	Teacher, MS Science	432482	5-8 Science, 9-12 Life Science
Carol	Buzzelli	Teacher, SPED	392288	K12 Reading, K12 EBD, K12 LD, K12 DD
Kyle	Clark	Teacher, SPED	1022584	K-12 EBD
Sara	Cleveland	Teacher, 3rd Grade	1008965	K-6 Elem
Robyn	Creary	Teacher, Substitute	473877	B-Gr.3 Early Childhood
Patricia Nicole	Cunningham	Teacher, SPED	451984	K-6 Elem, K12 EBD, Pre-primary
Hannah	Dalske	Teacher, G/T	1012977	K-6 Elem Ed
Steven	Davis	Teacher, Substitute	1013729	Short Call Sub
Kayla	Dittenhauser	Teacher, EL	1010051	K-12 EL
Rebecca	Fields	Teacher, MS Science	1009930	5-8 Science, Short Call Sub (2024)
Holly	Fischer	Admin, Executive Director	346637	K-6 Elem, K12 Reading
Ashley	Fohrman	Teacher, Music	442968	K12 Vocal/Classroom Music
John	Fry	Admin, Special Education Director	386284	SPED Director, Principal, LD, EBD, 7-12 SS
Andrea	Halverson	Admin, Academic Director	432186	K-12 Vocal/Classroom Music, K-12 Computer/Technology, K-12 Principal
Michele	Hansen	Teacher, 4th Grade	1009406	1-6 Elem, K-8 EL
Phoenix	Hathaway	Counselor, Elem	507231	K-12 Counselor
Amberley	Hirsch	Teacher, Kindergarten	513937	K-6 Elem
Katherine	Hoefer	Teacher, Music	500898	K-12 Vocal/Instrumental Music
Karen	Howell	Teacher, Media	459673	K-12 Media, 1-6 Elem Ed
Alex	Jensen	Teacher, G/T	1008034	K-6 Elem
Amelia	Kazemzadeh	Teacher, SPED	1012850	K-12 ABS
Bobbi	Keeley	Teacher, RTI	429130	K-6 Elem, 5-8 Comm Arts

Sara	Keilen	Teacher, SPED	363692	1-6 Elem Ed, B-12 DHH
Alicia	Kenzie-Sanders	Teacher, SPED	1002541	B-12 ASD
Julie	Kresh	After-School Program Coordinator	440273	K-12 Counselor
Jordan	Likness	Special Ed Coordinator	1013056	9-12 Life Science
Anders	Lundahl	Teacher, MS ELA	454278	5-12 Comm Arts
Catherine	Mannella	Teacher, 1st Grade	442018	K-6 Elem, 5-8 Comm Arts
Hollie	Manning	Teacher, Substitute	396196	K-6 Elem
Abigail	Marta	Teacher, 2nd Grade	489927	K-6 Elem
Gayle	Matuke	Teacher, 1st Grade	413197	K-6 Elem, PrePrimary
Brenda	Maulik	Teacher, 2nd Grade	1009185	K-6 Elem
Julianne	McCarthy	Teacher, 4th Grade	467874	5-12 Comm Arts
Aaron	Melander	Teacher, MS Social Studies	453187	1-6 Elem, 5-8 Social Studies
Lauren	Metty	Teacher, Kindergarten	489134	K-6 Elem, Pre Primary
Sandor	Miko III	Teacher, Music	496634	K-12 Instrumental/Classroom Music
Kylie	Milbrandt	Teacher, RTI	502662	K-6 Elem, K-12 LD
Amy	Morgan	Teacher, 3rd Grade	440281	K-6 Elem, 5-8 Comm Arts, 5-8 Science
Luke	Morse	Teacher, Substitute	1012240	Short Call Sub
Brian	Mueggenberg	Teacher, MS Math	467872	5-12 Math
Diana	Muske	Counselor, MS	349158	K-12 School Counselor, PreK
Katherine	Neis	Teacher, 1st Grade	455033	K-6 Elem, 5-8 Comm Arts
Amy	Nguyen	Teacher, Art	462369	K-12 Visual Art
Sarah	Palzer	Teacher, MS Science	1010693	MS Science

Aimee	Panek	Teacher, Substitute	399265	Short Call Sub
Summer	Parzyck	Teacher, 2nd Grade	1005265	1-6 Elem
Mandy Jo	Paumen	Teacher, RTI	508593	K-6 Elem
Siobhan	Payne	Instructional Coach	431506	K-6 Elem, 5-8 Comm Arts
Mackenzie	Powers	Teacher, Substitute	1012051	Short Call Sub
Alyssa	Reinke	Teacher, 3rd Grade	1013010	K-6 Elem
Alison	Reiter	Teacher, 2nd Grade	1010647	K-6, B-Grade 3
Chad	Retterath	Teacher, MS Tech	515344	5-8 Comm Arts
Paige	Revering	Teacher, MS Social Studies	1008979	5-12 Social Studies
Leah Ashley	Rischmiller	Teacher, Substitute	498207	K-6 Elem
Matt	Sachs	Teacher, MS PE	490149	LD, DD
Michael	Sachs	Teacher, MS Math	484207	K-6 Elem, 5-8 Math
Marilee	Sanborn	Teacher, Substitute	450588	Short Call Sub
Crystal	Schneider	Teacher, Art	410518	K-12 Visual Arts
Sarah	Sen	Teacher, 5th Grade	402909	B-Grade 3
Stephanie	Severson	Teacher, MS ELA	434605	5-12 Comm Arts
Leah	Sheedlo	Teacher, Kindergarten	1023150	K-6 Elem Ed, B-Grade 3
Jack C	Shields	Admin, Principal, MS	364357	1-6 Elem, 7-12 Coaching, K-12 Principal (2023)
Allison	Smith	Teacher, 1st Grade	473790	1-6 Elem
Natalie	Spangenberg	Teacher, Substitute	472934	K-6 Elem
Regina	Stocke	Teacher, Substitute	504219	Short Call Sub
John	Sundgren	Teacher, PE	478809	K-12 PE, short call sub
Sara	Sweeney	Teacher, 4th Grade	1007457	K-6 Elem

Angela Mary	Theisen	Teacher, RTI	473457	K-6 Elem
Emily	Tinawi-Harkins	Teacher, MS ELA	449724	K-6 Elem
Megan	Tolbert	Teacher, SPED	496881	K-12 ABS
Michele	Troy	Teacher, RTI	293080	PreK
Lenny	Ulloa Silva	Teacher, Spanish	495424	K-12 Spanish, 5-8 Math
Ashley	Wink	Teacher, MS Math	494092	K-6 Elem, 5-8 Math
Charlene	Winter	Teacher, SPED	1011038	SPED - ABS
Kelly	Zender	Admin, Principal, Elem	395902	1-6 Elem
Kris	Zurn	Teacher, SPED	1023538	K-12 ABS

DaVinci Den Employees: Chance Anderson, Alicia Brekkestran, Ayeah Ben Abdallah, Emma Folska, Hamza Haque, Sam Kenevan, Amelia Olson, Gabriella Rinnet

Paraprofessionals: Cheri Balbuena-Snodgrass, Amanda Ballejo, Lori Forstad, Natalie Glomb, Anna Hoffman, Kristin Hoppe, Sabrina Husnick, Traci Lawrence, Shana King, Felisha Mannino, Wendy McIntyre, Crystal Schneider, Katie Shaddrick, Amanda Smith, Nadia Soussi, Emily Starr, Anita Vatres, Angela Simoneau, Richard Johnson, Erik Olson, Jade Fauver, Jenny Fredrickson, Rebecca Marron, Skylar Vanbeek, Behnaz Torabi, Kaylee Dzuris, Dawn Nesja, Alexis West, Joshua Lo, Rhoda DeJong

Lunch/Recess Staff: Carter Anderson, , Heather Hansen, Samuel Kenevan, Jessica Naumen, Kristen Steinberg,(SST for part of the year) Alexis West (sub), Samuel Fischer (sub), DeAnn Reese Food Service Staff: Barbara Northenscold, Carrie Gaede, Brenda Kehoe, Jennifer Ryan, Nicole Rae Kosgei, Julie Kae Higgins (sub)

Office Staff: Katherine Falkowski,Brianna Cruise, Pam Carlson,Lindsey Gable,Cassie Johnson

Maintenance Staff: Chad Holm, Paul Ullom

	2018-19	2019-20	2020-21	2021-22	2022-23
Teachers	61	66	70	73	75
Administrators	10	5	8	6	6
Professional Support	47	75	75	75	76
Total Employees	118	146	153	154	157

Average Student: Teacher Ratio	13:1	13:1	14:1 Elem 13:1 Middle School	14:1 Elem 13:1 Middle School	14:1 Elem 13:1 Middle School

Faculty Retention Rate	2018-19	2019-20	2020-21	2021-22	2022-23
Percentage of Teachers Retained from Prior School Year	95%	86%	75%	84%	82%

Professional Development

Executive Director

The Executive Director, Holly Fischer does not hold an administrative license. So, in accordance with the statute, is responsible for having a professional development plan in place. The DaVinci Academy school board approved enrollment into the Southwest Minnesota State University Charter School Leadership Certificate Program. Listed below are the courses completed during the 2023-23 towards graduation. Additional courses and trainings were completed during the school year and are listed here as well.

Date	Course/Training
Summer-Spring 2022-23	Mentor Internship I,II & III
Summer 2022	Charter School Community Climate and Culture
Summer 2022	Instructional Leadership/ Mentoring, Observations, Assessment
Fall 2022	Technology Integration as Instructional Leader
Fall 2022	Charter Law Governance and Policy
Winter 2023	Human Resources and Charter Finance
Winter 2023	Data Driven Decision Making
December 2022	School Law Seminar
Spring 2023	Anti-Bias Foundations Training
June 2023	Data Driven Instruction

Lower School Principal

Kelly Zender serves in a supervisory capacity and does not hold an administrative license. In accordance with the requirement, her professional development plan is included.

Date	Session
September, 2022	Data Dig
October, 2022	Teach Like a Champion with Eli Kramer - Part 1
January, 2023	Teach Like a Champion with Eli Kramer - Part 2
February, 2023	Differentiation with Flint Consulting
April, 2023	Equity and Cultural Competency
Summer 2023	Data Driven Instruction

School Enrollment

DaVinci Academy admits students of any race, color, sex, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school, and does not discriminate on the basis of race, color, sex, sexual orientation, or national or ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

All interested parties are encouraged to access our website to download the enrollment application: www.davincicharterschool.org. If no internet access is available, a promotional brochure and application form for each child is sent upon request. An application form is all that is needed to secure a space on the waiting list. An enrollment packet is not filled out until a position in a classroom has been secured.

Enrollment applications are accepted at any time and all names submitted by January 31 are put into the lottery for the next school year. The lottery for class openings in each grade is held in February for the following school year. On that date, all lottery applications are pulled randomly, by grade level, and if applicants exceed openings for each grade they are placed on the waiting list sequentially. This process is overseen by a minimum of one person from the administration, one school board member, and one teacher.

Students whose names were included in the lottery that obtain sibling or staff child status after the lottery is held will be placed on the sibling/staff waiting list according to their lottery number. Students who become siblings or a staff child that were not part of the lottery process (and therefore not assigned a lottery number) will automatically be placed at the bottom of the sibling/staff waiting list for that grade level.

This process repeats each year in February. Waiting lists remain in place for one school year. All applications turned in each school year by January 31 are included in the lottery. Siblings or staff children are drawn from the lottery first and sibling/staff preference remains, as dictated by statute.

Previous students who have withdrawn will be subject to the same policies and lottery process.

Enrollment

The following table identifies the number of students enrolled at the school on October 1 during each school year and the number of sections. Note that in 2014-15 we changed from 3 half-day kindergarten sections (54 slots) to 2 full-day kindergarten slots (36 slots).

Sections by Grade/Year	K	1	2	3	4	5	6	7	8
2016 - 17	2	2	2	2	2	2	2	2	2
2017 - 18	5	4	4	3	3	2	3	2	2
2018 - 19	5	4	4	4	5	5	4	3	2
2019 - 20	5	4	4	4	5	5	5	4	3
2020 - 21	5	4	4	4	5	5	5	5	4
2021 - 22	5	4	4	4	5	5	5	5	4
2022-23	5	4	4	4	5	5	5	5	4

School Year	K	1	2	3	4	5	6	7	8	9	Total Enrollment
2008 - 2009	34	33	18	28	20	25	12	N/A	N/A	N/A	170
2009 - 2010	50	47	50	25	25	25	21	20	N/A	N/A	263
2010 - 2011	50	50	50	50	49	50	25	25	25	N/A	374
2011 - 2012	50	52	52	52	52	52	50	25	23	N/A	410
2012 - 2013	50	52	48	50	48	47	52	43	20	11	425
2013 - 2014	50	52	52	51	48	48	50	51	40	N/A	442
2014 - 2015	36	52	52	52	50	50	45	44	49	N/A	430
2015 - 2016	36	52	53	53	52	50	48	48	41	N/A	433

2016 - 2017	36	51	52	53	52	50	50	50	47	N/A	441
2017 - 2018	99	107	113	88	86	64	72	52	44	N/A	725
2018 - 2019	100	104	115	115	116	90	64	73	45	N/A	862
2019 - 2020	100	104	104	117	114	119	84	64	70	N/A	879
2020-2021	100	105	102	112	115	123	95	107	63	N/A	912
2021 - 2022	99	103	104	106	116	121	96	100	58	N/A	903
2022-2023	99	103	103	110	111	124	112	100	97	N/A	959

Enrollment Wait List as of October 1, 2022	
Kindergarten	218
First	129
Second	81
Third	92
Fourth	24
Fifth	59
Sixth	2
Seventh	24
Eighth	0
Total	629

MCA Results 2023

	Math		Reading		Science	
	DaVinci	State	DaVinci	State	DaVinci	State
Grade 3	73.8	59.8	62.1	48.8	N/A	N/A
Grade 4	68.7	57.1	64.3	50.3	N/A	N/A
Grade 5	47.5	43.7	66.1	59.9	57.5	50.0

Grade 6	46.7	39.9	72.2	55.1	N/A	N/A
Grade 7	42.9	38.1	66.7	46.0	N/A	N/A
Grade 8	73.6	40.7	75.9	46.9	45.3	29.2
All Grades	58.1	45.5	67.0	51.7	53.8	41.3

Historical Data

Math	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**All Grades**
2010	92.0	84.0	52.2	57.1	40.0	N/A	65.1
2011	94.0	86.0	55.1	52.0	66.7	72.0	70.9
2012	94.1	94.2	73.1	54.0	56.0	60.0	71.9
2013	85.4	89.8	71.8	49.0	66.7	88.3	75.2
2014	87.0	83.3	69.4	86.7	64.1	78.1	74.4
2015	88.5	78.0	73.5	82.6	95.0	82.8	83.4
2016	92.2	84.3	71.4	74.5	80.0	97.5	71.3
2017	84.6	82.4	71.7	72.7	82.6	84.1	79.7
2018	79.3	75.0	74.6	60.3	71.1	67.4	71.3
2019	79.0	73.0	67.0	49.0	53.0	82.0	68.0
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	68.0	61.0	56.0	41.0	59.0	57.0	58.4
2022	73.8	68.7	47.5	46.7	42.9	73.6	58.1
2023	68.5	67.9	40.5	40.9	43.9	60.7	53.4

Reading	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**All Grades**
2010	92.0	80.0	73.9	90.5	70.0	N/A	81.3
2011	84.0	74.0	65.3	80.0	79.2	60.0	73.8
2012	96.2	92.3	76.9	75.5	72.0	92.0	84.2
2013	75.0	69.4	78.6	61.6	61.1	63.1	68.2

2014	82.6	68.8	81.6	80.0	66.7	65.6	74.2
2015	75.0	58.0	75.5	87.0	90.0	82.8	77.9
2016	84.3	58.8	81.6	85.1	80.0	87.5	79.6
2017	71.2	76.5	78.3	79.2	83.0	84.1	78.7
2018	71.6	63.5	79.6	66.6	81.2	78.8	72.7
2019	59.0	58.0	70.0	74.0	71.0	82.0	65.0
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	60.0	64.0	65.0	66.0	68.0	78.0	53.0
2022	62.1	64.3	66.1	72.2	66.7	75.9	67.0
2023	47.7	56.1	71.0	53.6	53.1	63.8	57.8

Science	Grade 5	Grade 8	All Grades
2010	52.2	N/A	52.2
2011	65.3	32.0	48.7
2012	56.8	52.0	54.4
2013	91.1	70.6	80.9
2014	93.9	68.8	81.4
2015	77.6	58.6	68.1
2016	85.7	87.5	86.5
2017	91.1	71.4	81.6
2018	58.7	45.7	52.5
2019	65.0	75.0	68.0
2020	N/A	N/A	N/A
2021	58.0	57.0	58.8
2022	57.5	45.3	53.8
2023	52.9	49.4	51.5

Equity

The equity committee was very active during the 22-23 school year. They opened up the committee to parents and student involvement and sponsored a number of very successful events including a Game Night (co-sponsored with PTO), Movie Night, and a #OneDaVinci Who We Are day.

Finances

DaVinci Academy continued to demonstrate effective management of its finances. The Executive Director had overall responsibility for the management of the finances and worked with the Budget and Finance Committee to monitor finances, report financial information to the school board monthly, and establish, monitor and revise the annual budget. The Executive Director was assisted by one inhouse finance specialist Debi Walter, and by Julie Schreiber, Finance Director through the accounting agent DaVinci Academy contracts with (SMS), who helped ensure that proper classification of all transactions were kept and reported to the MDE on a timely basis.

The conservative nature of the school board helped assure that DaVinci Academy was aware of the industry's best practices, while finding ways to provide high levels of professionalism in fiscal management with our limited resources. The policy of DaVinci Academy is to have the school board adopt the annual budget by June 15 preceding the school year and utilize it as a guideline for expenditures for the year. Over the year, the Budget and Finance Committee reviewed and reported to the school board monthly regarding the budget versus actual expenditures and noted deviations and their causes. The school board adopted revisions to the budget as needed during the school year, due to significant enrollment, revenue and/or expenditure changes.

The UFARS financial results for the 2022-2023 fiscal year are revenues of $12,122,647.03 for the General Fund and revenues of $12,797,163.56 for all funds. Expenses were $12,614,740.05 for the General Fund and expenses were $13,326,903.73 for all funds. DaVinci engaged the services of BergenKDV to apply for Employee Retention Tax Credits and received the first of two installments of that credit at the end of the 22-23 school year which increased the school's fund balance to 27%.

Audit

Like all public-school districts in Minnesota, DaVinci Academy conducts an independent audit each year and reports the results to the DaVinci Academy community and the State of Minnesota. For the 2022-2023 school year, we engaged MMKR and received a clean audit.

Program Challenges

1. Continued Effects of Site Expansion
2. Staff Retention
3. Academic Growth
4. Student Mental Health and Behavioral Support
5. Substitute Coverage
6. Increased Chronic Absenteeism

Program Opportunities

1. The Science Fair returned and all eighth grade students participated in it.
2. Love on a Leash dog handler volunteered her time regularly to provide students with mental health support in the form of a therapy dog.
3. Middle school social studies and science students were recognized at the state level for achievements in Science Fair and History Day competitions.
4. 81 Students participated in Battle of the Books Competition
5. Fundraising purchased a new swing set for the playground as well as new sound equipment in the Performing Arts Center and atrium.
6. Sound panels were installed in the gym to increase noise absorption
7. Celebrated World Down Syndrome Day school wide
8. Students participated in Knowledge Bowl
9. 8th grade students on an International trip to Panama
10. Whole staff StrengthsFinders focus
11. The Student Support Team added a Dean of Students and two behavioral support staff to the team of two counselors and a school social worker.
12. Mental health support provided by Lee Carlson 3-4 days a week.
13. STEM class added to the K-5 schedule every 4th day
14. EL program expanded
15. Differentiation Coach added to staff
16. Growth of sports program to include volleyball, basketball, and cross-country
17. Increased Arts Integration and Visibility - Collide Theater performance for middle school students
18. Increased Science Integration and Visibility - Art and Science week in May
19. Targeted Learning Interventions, Expanded RTI and EL Program
20. Focus on Achieving an Equitable Learning Environment For All Students
21. Steps and lanes salary guidelines to increase salaries for teachers with more than 10 years of experience

22. Addition of a late start schedule to accommodate more teacher planning time.
23. The Equity Committee added student and parent committee members and hosted very successful school wide events like a game night and a movie night.

Authorizer

Friends of Education (Friends) has developed an Oversight and Accountability Plan which articulates school goals with respect to academic performance, fiscal management, legal compliance, and governance. Friends' monitoring of these critical areas is described below.

1. Academic Performance. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.

    (a) Testing. Friends requires regular testing – both proficiency and growth models -- to measure student performance and growth, and student performance results must meet or exceed the results required by non- chartered public-school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each trimester to ensure that the goals of the schools are being met, both in terms of individual student performance and growth and for the school as a whole. Testing data is compared with other schools to measure performance.

    (b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and school board members. Friends' site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment, promoting the academic goals. Site visits may be conducted by individuals contracted on behalf of Friends; such individuals may or may not identify themselves to the school as performing a site visit on behalf of Friends.

    (c) Annual Reports. Friends requires that the school prepare an annual report which details the school's evaluation of meeting each of its academic performance goals.

2. Finance. Friends' oversight of financial affairs is accomplished primarily through a review of the school's financial statements and independent audit.

    (a) Financial Statements. Prior to July 1 before school opening, the school must submit to Friends an annual budget adopted by the school board. The school must also submit monthly financial statements to Friends as well as cash flow projections

when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages, but does not require, that its authorized schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

(b)   Independent Audit. By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response.

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and school board members may reveal financial concerns.

3.   Reporting and Legal Compliance. Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

(a)   Annual Reports.   Friends requires each school to submit an annual report which details the school's evaluation of meeting State of Minnesota reporting requirements.

(b)   Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits generally include interviews with the school leader, business manager, selected school teachers, students, and available parents and school board members. Site visits may also include a review of pertinent files. General observations, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes. Friends also asks that the MDE inform Friends if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

4.   Governance. The school must submit school board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend school board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.

5.   Remediation. Should an authorized school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions, including: (1)

Friends notifies the school leader or School Board Chair of areas of concern; (2) Friends formally notifies the school board of areas of concern and may ask that the school board adopt a performance improvement plan; and (3) Friends initiates a notice and action plan whereby authorization will be withdrawn. Friends complies with all State of Minnesota requirements regarding authorization withdrawal.

Authorizer Contact Information:

Beth Topoluk

Friends of Education

11100 Wayzata Blvd. Suite 800

Minnetonka MN 55305

Dissemination of Information

Minnesota Statute 124E.17 requires charter schools to "disseminate information about how to use the offerings of a charter school." Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure." Federal charter school program guidelines discourage racial and socioeconomic isolation. The Minnesota Report Card indicates that the racial makeup of the greater Anoka-Hennepin School district is similar to DaVinci Academy's racial makeup.

Ethnicity	Anoka Hennepin District	DaVinci Academy
White	58.5%	59.5%
African American	15.1%	20.8%
Asian	9.8%	10.%
Hispanic or Latino	7.1%	3.%
American Indian or Alaskan Native	3.%	1.2%
Two or More Races	6.5%	4.8%

Prior to the 2017-18 school year, which is the first year of the expansion, DaVinci Academy completed a mass mailing to all families with 1 - 4 children within a 10 mile radius of the school. This included 17 zip codes. The mailings went to all addresses in each route so there was no discrimination regarding the results of the enrollment. The postcards were informing

parents about how to enroll at DaVinci Academy and included an invitation to attend an upcoming informational meeting.

The school has found that word-of-mouth has been the best source for recruiting new families to our successful school, especially among families who have traditionally been less informed about educational options; but, in the summer of 2022 we specifically marketed our middle school program to address lower enrollment numbers in grades 7 and 8. We placed ads in a variety of advertisements which serve specific underserved and hard to reach populations in our area including The Circle, Spokesman-Recorder, Hmong Times, El Minnesota de Hoy, Mshale, Minnesota Parent and the Anoka County Shopper.

DaVinci Academy disseminates information about how to use the offerings of the charter school to parents of low-income families, students of color, foster children, and students who are at risk of failure through the Title 1 program. The school has a range of methods to involve parents of children served through Title 1 and other families in the school. Student/teacher conferences are held twice a year. The Title 1 - RTI staff works with the teachers and parents to help parents understand the state's academic content standards and the school curricula, the state's academic achievement standards, state and local assessments, requirements of Title 1, how to monitor their student's progress through the Infinite Campus Parent Portal and by other means, and how to work with educators at DaVinci Academy. The communication platform that each teacher uses to keep families informed about happenings in the classroom is called Bloomz. Bloomz has a translation feature that allows families to receive Bloomz posts in over 100 different languages.

The Academic Director and the Title 1 staff work with administrators and other staff to educate teachers on how to reach out to, communicate with, and work with parents as equal partners, on the value of parents in the educational process, and how to implement and coordinate parent programs and build ties between home and school.

Staff and teachers call home regularly to report both positive feedback and areas for growth on student progress. Parents are regularly invited into the classroom to support student learning. DaVinci Academy has a full-time Dean of Students and two School Counselors as well as a Licensed School Social Worker who focus on working with students and also provide necessary resources and referrals to parents regarding additional services for their families as necessary.

2022-2023 World's Best Workforce Report

District Advisory Committee

The District Advisory Committee (DAC) is comprised of representatives from parents, teachers, support staff, and administration. Committee members are appointed by the Academic Director and the Instructional Leadership Team. The District Advisory Committee (DAC) meets in accordance with Policy 616 for the overall purpose of providing the board with ways to make school improvements specifically in the areas of academics and school climate. The DAC members for the 2022-2023 school year are listed below:

- Andrea Halverson | Staff | Chair
- Catherine Mannella | Parent | Teacher
- Bobbi Keeley | Parent | Teacher
- Cassy Anderson | Staff

Equitable Access to Excellent and Diverse Educators

For the 2022-2023 school year, DaVinci Academy had 2 teachers on staff who were considered ineffective based on the professional teaching standards as defined in DaVinci's evaluation system. DaVinci employed 20 teachers who had 3 years or less classroom experience and 5 out of field teachers.

Teaching Experience	2022-2023
Beginning Teachers	1
1-5 Years Experience	27
6-10 Years Experience	22
Over 10 Years Experience	23

DaVinci Academy strives to provide an education that is both excellent and equitable to all students, regardless of race or socioeconomic status. DaVinci Academy analyzes data from a schoolwide level down to the classroom level to ensure all students have equal access to quality teachers. As a charter school, all employees are at-will and are evaluated on their performance, which is based on a number of measures.

We continue to make every effort to broaden the diversity of the staff to better reflect the diversity in our student body. We are working to develop stronger relationships with teacher

training programs and expanding the geographic area in which we post openings for staff. We will continue to increase our recruiting efforts in a wide variety of colleges, universities, and staffing agencies.

Low-income students, students of color, and American Indian students who were assigned to an inexperienced homeroom teacher are assigned the following year, whenever possible, to a homeroom teacher who is effective, experienced, and in-field. Efforts are also made when assigning classrooms to ensure students have equitable access to diverse teachers.

This Report Includes the Following:

A summary of progress toward teaching and learning and striving for the world's best workforce (specifically, progress toward closing the achievement gap): all students ready for kindergarten, all students in third grade achieving grade-level literacy, all students attaining career and college readiness before graduating from high school, and all students graduating from high school.

Identified Needs Based on Data

DaVinci Academy follows a continuous improvement model of change, collecting and monitoring multiple data sources to determine areas of success and areas on which to focus. The data are used as indicators of effectiveness and on-track performance toward supporting all students in meeting grade-level proficiency and reaching our state accountability goals in math and reading, as measured by the state accountability assessments.

Support Category - Students

Elementary teachers in grades K-5 continued to use standards-based grading to measure students' proficiency based upon the Minnesota State Standards in language arts and math. Common assessments are used, allowing educators to compare and analyze student data. Students who continue to score below proficiency in reading and/or math (as determined by common interim assessments, MCAs, and NWEA MAP assessments) receive differentiated instruction and/or pull-out services through Title I and Response to Intervention (RtI). These services are provided during daily What I Need (WIN) time blocks, ensuring the students that need interventions do not miss whole-group instruction time.

DaVinci Academy also provides middle school students with interventions during WIN time, which occurs two to three times per week. The RtI curriculum used in middle school are Math180 and Read180. An additional middle school RtI teacher was added for the 2023-2024

school year using ADSIS funds, ensuring that middle school students can receive interventions in both math and reading.

Renaissance services are provided to students in grades 3-5 who are identified as gifted and talented. During the 2022-2023 school year, students in grades 3-5 identified as gifted and talented were placed in self-contained classrooms to meet their unique needs for differentiation and challenging educational programs and/or services beyond those provided in the general school program. Students in grades 3-5 who were identified as gifted and talented in one subject area received support from an Advanced Academics instructor in pull-out classes and within their general education classrooms. Students in grades 6-8 who were identified as gifted and talented received services through integrated honors or classroom advancement.

Students in grades 2-8 set goals for academic achievement in the fall and revisit those goals in the winter and spring.

DaVinci Academy first implemented a Positive Behavior Interventions and Supports (PBIS) program during the 2013-2014 school year. The PBIS program has been successful and has resulted in more positive referrals and fewer in-school and out-of-school suspensions. PBIS has an emphasis on school-wide systems of support that include proactive measures for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings, such as the lunchroom, hallways, buses, and restrooms).

Support Category - Teacher and Administrator

The fundamental goal of professional development at DaVinci Academy is to improve student learning by:

- Refining the quality of classroom instruction
- Enabling individuals to grow professionally
- Introducing practitioners to practical applications of research-based strategies
- Assisting teachers in implementing new technology and teaching strategies aligned with the Minnesota Academic Standards

Effective professional development activities are collaborative, reflective, linked to school and system goals, and focused on student learning. DaVinci Academy strives to provide staff with

experiences that incorporate reflective dialogue and offer individuals a challenge to their thinking as well as the opportunity to develop new perspectives on their practice and beliefs.

Professional development includes the following:

- Professional development sessions and follow-up coaching, with topics determined annually
- One-on-one coaching sessions to discuss personal goals and observation feedback
- Weekly Professional Learning Community (PLC) meetings
- Informal observations by lead teachers, three times annually
- Formal observations by administrators, three times annually

For the 2023-2024 school year, cultural competency training will be offered at DaVinci, as well as training on how to best serve English Learner (EL) students, an increasing population at the school.

Support Category - Systemic, Building or District

Parent volunteers assist in classrooms throughout the school day. The volunteers work with small groups of students to ensure growth and proficiency. In addition, Title I and RtI are offered to meet the learning needs of multiple elementary students. Standards-based IEPs also address the needs of students receiving special education services.

Key Indicators of Implementation Progress

DaVinci Academy uses a number of measures to assess and evaluate student progress toward local, state, and national standards, as well as college- and career-readiness standards. The purpose of the layered assessment process is to screen, monitor progress, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

PLCs meet weekly to review various forms of data. They use this data to develop common interim assessments and differentiate instruction/interventions. These assessments are used to evaluate progress and measure growth throughout the school year.

During the 2022-2023 school year, the following instruments were used as indicators of student progress:

Math

    Primary screening assessments

    FastBridge assessments

    Common interim assessments

    Formative and summative classroom assessments

Reading

    Primary screening assessments

    FastBridge assessments

    Common interim assessments

    Formative and summative classroom assessments

Perception Data

    Staff survey

    Family survey

Initiatives for 2023-2024

- **Return to data-driven decision making.** Interim assessment results in reading and math will be used to inform instruction and instructional groupings, ensuring each student receives additional practice in his/her area(s) of need.
- **Curriculum review.** A Curriculum Review Cycle and Process will be finalized and implemented. This will ensure stakeholder input through the process, as well as the evaluation of general and subject area-specific best practices. Additionally, monthly grade-level or subject-area curriculum meetings will occur with the Academic Director, to make sure teachers have the resources they need to be successful.
- **Instructional coaching.** A second instructional coach has been hired, which will allow all teachers to receive coaching on their specific areas of need.
- **Recommitment to PBIS.** The Student Success Team will be trained through MN PBIS. The current structure will be analyzed for improvements. All staff will attend multiple trainings throughout the year to ensure consistent implementation.

School Readiness

DaVinci Academy does not currently offer preschool. Kindergarten readiness data is collected from the student's home districts. In addition, all kindergartners complete screening assessments, which are used to adjust and differentiate the curriculum and small group instruction, as necessary.

2022-2023 Goal: By the end of the 2021-2022 school year, 60% of students enrolled in kindergarten tested in both fall and spring will be considered "low risk" on the FastBridge Early Reading assessment.

> Result: 65% of kindergartners were considered "low risk" according to the spring FastBridge Early Reading assessment.

2023-2024 Goal: At least 75% of incoming kindergarten families will attend the Kindergarten Readiness Course at Kindergarten Round-Up in spring 2024.

> Key Activities: Course will focus on necessary prerequisite skills to help children be successful in kindergarten. This will allow our incoming kindergartners to have a strong knowledge base before the first day of school.

> Timeframe: Families will be notified of the Kindergarten Readiness Course and Kindergarten Round-Up after the lottery. The course will take place in March 2024.

> Parties Responsible: Elementary Principal, Academic Director, and Kindergarten Teachers

> Financial Resources: N/A

All Third Grade Students Achieve Grade-Level Literacy

Students in kindergarten through third grade complete several literacy assessments throughout the year, which are outlined in DaVinci Academy's Literacy Plan. In an effort to have all students reading well by third grade, data is tracked and students not meeting proficiency standards are provided with appropriate interventions.

2022-2023 Goal: By FY2023, the percentage of third graders who are proficient on the MCA reading test will be 20% higher than the state average.

Result: The percentage of DaVinci Academy third graders who were proficient on the MCA reading test in 2023 was 48.6%, compared to the statewide average of 47.7%.

2023-2024 Goal: The percentage of third graders who are proficient (meets/exceeds) on the MCA or MTAS Reading assessments will increase from 49.1% in 2023 to 55% in 2024, or at least 75% of third graders will score a minimum of 206 (70th percentile) on the spring 2024 NWEA MAP Reading assessment.

Key Activities: Third grade classrooms will separate their language arts block into two blocks (reading and vocabulary, and writing and grammar). This will ensure a focus on decoding and comprehension during the reading block. Additionally, third grade classrooms will implement small group reading instruction, seeing an average of two groups per day. The instructional coaches will guide the third grade teachers through implementation of small group instruction.

Timeframe: Coaching through December 2023

Parties Responsible: Third grade teachers, instructional coaches

Financial Resources: At this time, no additional financial needs have been identified.

Closing Achievement Gap(s) Among All Groups

DaVinci Academy is dedicated to closing achievement gaps in all areas. Recognizing that Minnesota has one of the largest achievement gaps in the nation, DaVinci continues to perform much higher than the state average for many subgroups.

DaVinci Academy and Statewide Subgroup Proficiency Rates						
2023						
	Reading			Math		
				DaVinci	State	Difference
Special Education	30.4%	22.2%	8.2%	30.1%	24.4%	5.7%
Free/ Reduced Meals	52.0%	32.6%	19.4%	41.3%	26.8%	14.5%
Black or African American	55.6%	29.9%	25.7%	53.4%	21.0%	32.4%
Asian	63.8%	44.4%	19.4%	64.2%	42.4%	21.8%
Two or More Races	64.0%	49.7%	14.3%	56.0%	43.0%	13.0%
Hispanic or Latino	55.6%	29.1%	26.5%	55.6%	23.2%	32.4%

2022-2023 Goal: The proficiency rate of students receiving free/reduced-price meals enrolled October 1 in grades 3-8 using all state math accountability assessments for FY23 will be on average 10% above the statewide proficiency rate for students receiving free/reduced-price meals.

> Result: The percentage of DaVinci Academy students receiving free/reduced-price meals in grades 3-8 using all state math accountability assessments in 2023 was 41.6%, compared to the statewide average of 27.3%. (The Minnesota Report Card no longer allows disaggregation by October 1 enrollment.)

2023-2024 Goal: The "average progress toward target" for English Learners, as measured by the North Star Progress Toward LEP, will increase from 69.5% in 2022 to 75% in 2024.

> Key Activities: Students will receive more instructional time from the EL teacher and/or paraprofessionals, mostly utilizing a pull-out model for grades K-5 and a push-in

model for grades 6-8. Additional resources like Lexia will be utilized to ensure students can receive differentiated support.

Timeframe: Implemented throughout the school year

Parties Responsible: The Academic Director will be responsible for ensuring additional instructional time. The EL teacher and paraprofessionals will be responsible for providing the services.

Financial Resources: Additional Title III funds will be utilized.

All Students Attain Career- and College-Ready by Graduation

As stated in the Minnesota Department of Education's Career and College Readiness Resource Guide: "Minnesota envisions that all students will have the knowledge, skills, and mindset to successfully pursue and complete a viable career pathway in a 21st century economy. It is our charge to ensure that students are prepared not only with the core academic content but also with the skills necessary for any type of postsecondary education and career."

2022-2023 Goal: Each year on the Spring Fastbridge aMath assessment, 80% of students in eighth grade who tested in both the fall and the spring will score in the "on track/low risk" range.

> Result: The percentage of eighth graders who scored "on track/low risk" on the Spring 2023 FastBridge aMath assessment was 65.3%.

2023-2024 Goal: The percentage of students enrolled in grades 3-8 who are proficient using all state math accountability assessments will increase from 53.6% in 2023 to 58.0% in 2024, or at least 65% of students in grades K-8 will meet their NWEA MAP Math growth goal, as measured from fall 2023 to spring 2024.

> Key Activities: RtI services (time and staffing) have been increased to ensure more students can receive services. Elementary RtI teachers will use the intervention curriculum from Bridges. Middle school students will use Math180 for remediation work.
>
> Timeframe: Elementary school students receiving services will be serviced Tuesday through Friday. Student progress will be monitored and discussed on Mondays.
>
> Middle school students receiving services will be serviced every other day. Student progress will be discussed during monthly meetings with the middle school RtI teachers.
>
> Parties Responsible: The Academic Director will be responsible for scheduling the meetings. The RtI teachers will be responsible for servicing students and the utilization of the curriculum.
>
> Financial Resources: ADSIS funding

2023-2024 Goal: The percentage of students enrolled in grades 3-8 who are proficient using all state reading accountability assessments will increase from 58.4% in 2023 to 63.0% in 2024, or at least 65% of students in grades K-8 will meet their NWEA MAP Math growth goal, as measured from fall 2023 to spring 2024.

Key Activities: RtI services (time and staffing) have been increased to ensure more students can receive services. Elementary RtI teachers will use the various intervention curriculums including UFLI. Middle school students will use Read180 for remediation work.

Timeframe: Elementary school students receiving services will be serviced Tuesday through Friday. Student progress will be monitored and discussed on Mondays.

Middle school students receiving services will be serviced every other day. Student progress will be discussed during monthly meetings with the middle school RtI teachers.

Parties Responsible: The Academic Director will be responsible for scheduling the meetings. The RtI teachers will be responsible for servicing students and the utilization of the curriculum.

Financial Resources: ADSIS funding

All Students Graduate

DaVinci Academy recognizes the importance of every student graduating within four years of beginning high school. Although DaVinci only serves students in grades K-8, we recognize the importance of establishing a foundation for students to succeed in high school. For this reason, the goals listed under All Students Attain Career- and College-Ready by Graduation apply to All Students Graduate as well.

2023 8th Grade Graduating Class