



2021-2022 ANNUAL REPORT



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Verification of Statuary Compliance

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Report Introduction

This annual report serves to satisfy Minnesota Statute, section 124E.16, Subd. 2

Minnesota Statute 124E.16 Subd. 2. Annual Public Reports.

Subd. 2. Annual public reports. (a) A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and system implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official Web site. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under chapter 13.

KIPP Minnesota History

KIPP Minnesota was founded in 2006 to connect families to an educational option that addresses head-on the racial and economic opportunity gaps in the Twin Cities' educational systems. KIPP, the "Knowledge Is Power Program," is a national network of free, open enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and life. There are 280 KIPP schools serving nearly 170,000 students and alumni throughout the country.

KIPP Minnesota's first school, KIPP North Star Academy, (formerly KIPP Stand Academy), opened in 2008 in downtown Minneapolis. In the summer of 2014, the school moved into a vacant Minneapolis Public School building on the far north side to allow for the expansion of our middle school and the addition of an elementary school, KIPP North Star Primary, which opened in fall 2016. KIPP Minnesota opened their second site in the Fall of 2019, opening another middle school, KIPP Legacy Academy, in the Jordan neighborhood. In the Fall of 2020, KIPP added KIPP Legacy Primary grades on that second site.

Like all schools around the country and the world, KIPP has experienced multiple COVID-affected years that have been unlike any others. In 2020-2021, the majority of the year was spent in distance learning, with some components of hybrid learning and in-person learning for our younger learners and other sub-sets of students. In 2021-2022, KIPP Minnesota students and staff largely returned to campuses, albeit with regular disruptions due to quarantines, partial closures, and temporary halts in in-person learning. In the 21-22 school year, the KIPP North Star site served nearly 370 students in grades K-8, and the KIPP Legacy site served approximately 210 students in grades K-8. The vast majority of students live in North Minneapolis and the surrounding suburbs. In 21-22, 97% of our student body was students of color, of which 98% were African American. Approximately 91% of our students receive federal lunch aid.

Rigorous academic preparation and an equity-driven, nurturing environment has been the focus of KIPP's schools. This dual purpose drives all aspects of our schools, shaping our college-going culture, extended school day and year, and curriculum. It explains why our school leaders and all of our teachers ask so much of our students; and provide joyful, identity-affirming experiences. At KIPP Minnesota our teachers are unified in doing what's best for students. Our teachers share best practices and collaborate as a school and with a powerful network of over 10,000 educators nationally.

KIPP Minnesota Vision

Every child grows up to create the future they want for themselves and their communities.

KIPP Minnesota Mission

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose —college, career, and beyond—so they can lead fulfilling lives and build a more just world.

School Statutory Purposes

The primary purpose of the school is to improve student learning and student achievement. Additional purposes include:

- Increase learning opportunities for students
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers

Authorizer

Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Sr. Manager of the Charter School Authorizing Program

Address: 924 19th Avenue South, Minneapolis, MN 55404

Phone: 612-270-1998

E-Mail: solsen@voamn.org

Contract Details: VOA-MN Education Center

Charter contract execution: June 30th, 2022

School Accountability and Authorizer Oversight System

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

The primary purpose of a charter school is to improve pupil learning and student achievement. VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Meets standard
- Partially meets standard
- Does not meet standard

The highest rating a school can achieve in any section of evaluation is meets standard. Three essential questions guide the VOA-MN authorizer oversight and charter school accountability plan.

1. Academic Program Performance - Is the school's Learning Program a Success?

All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Additionally, the school shall annually complete a VOA-MN/School jointly approved interim assessment in reading and math. Data from state assessments will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to set specific and measurable goals in academic and nonacademic areas for which they agree to be held accountable in their charter contract. These goals provide the central focus for the charter school leadership, staff, and families.

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source of academic program and performance information of the VOA-MN authorized charter schools, including academic program, performance, and professional development data.

The intent of the Academic Performance Report is to provide an annual multi-faceted understanding of student performance at the charter school. VOA-MN authorized charter schools also have charter contract specific performance goals in academic and nonacademic areas for which they agree to be held accountable by authorizer VOA-MN. The expectations for academic performance contained in the Annual Network Report will be standardized for all schools.

In addition, VOA-MN schools will have school specific annual SMART goals for academic performance contained in the charter contract appropriate for their student population served. The Annual VOA-MN Authorized Charter Schools Academic Performance Report will contain multiple indicators of school academic success (The authorizer reserves the right to have flexibility to reasonably amend these broad standards as needed (e.g., if the state school accountability plan changes or NACSA further updates their Performance Framework):

- Students are performing well on state examinations in comparison to students at schools they might otherwise attend as evidence of meeting their primary statutory purpose of improving all pupils learning and all student achievement.
- School has adopted a formal teacher evaluation process and adheres to the requirements set forth in state statute (Minn. Stat. 122A.40).
- All teachers (but especially new teachers) are supported through a school-wide professional development plan.
- Professional development is job-embedded and directly linked to instructional practice in order to improve student achievement.

2. Financial Sustainability – Does the School Exhibit Strong Financial Health?

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN's duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school's annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools. The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to ensure the successful operation of the school into the future and to ensure the proper use of public funds. The Annual VOA-MN Authorized Charter Schools Financial Performance Report contains multiple indicators of school financial strength and compliance.

VOA-MN's financial expectations include the following:

- The school maintains a balanced budget.
- The school is compliant with state and federal financial reporting compliance.
- The school's financial audit will be submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.
- Schools are expected to have audits that are free of all findings.
- The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.
- The school provides VOA-MN and school board members with monthly financials at least three days prior to board meetings. Packets include at least the following: detailed income/expense report, cash flow sheet, check register, and enrollment.
- The school develops and maintains a targeted fund balance determined by the school board for a projected period of years. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.
- The school board has a finance committee that meets monthly to review financials.
- All board members exhibit working knowledge of financial oversight.

3. Is the organization effective and well run?

Governance

Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of VOA- MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of one school board meeting annually.

VOA-MN’s governance expectations include the following:

- The Board of Directors complies with Minnesota law regarding board training requirements and board governance structure.
- The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.
- The Board conducts a comprehensive evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.
- The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124D.10, Subd. 11(b)).
- The Board of Directors will maintain a quorum for all board meetings.
- A board packet, containing the agenda, related documents, and monthly financials is distributed to all members of the Board of Directors, the school leadership and the Authorizer at least three days prior to each board meeting. The Board of Directors complies with the Minnesota Data Practices Act (Minn. Stat. Chapter 13).
- The Board of Directors completes a self-evaluation each year.
- The Board of Directors periodically engages in strategic planning, and the school exemplifies the strategic direction set by the board.

- The Board of Directors institutes / follows an orientation process for bringing on new members.
- The Board of Directors meets its governance model requirements laid out in its bylaws and as required by Minnesota Statute. It will maintain a balance of skills and expertise among members including business, marketing, legal, accounting, fundraising, human resources, and education.
- The Board of Directors maintains a Board Documents Binder that includes meeting minutes, bylaws and articles of incorporation and financial statements.
- The Board of Directors maintains a Policy Binder. The board reviews, updates, and approves its policies as needed or required by state law.

Management & Operations

Effective day-to-day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report. A school's management and operations data is reported by the authorizer using the Formal Site Visit Rubric. Authorizer expectations include, but are not limited to:

- The school maintains a high level of parent, teacher and student satisfaction rates based on interviews, surveys and retention rates.
- Mission and Vision are central to the school's identity and inform all decision-making processes.
- The school's learning program exemplifies the mission and vision of the school.
- The school exhibits strong academic and organizational leadership.
- The school employs highly qualified, appropriately licensed teachers.
- Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd. 1.
- The school meets / maintains its enrollment goals.
- The school maintains a safe and healthy environment per state and federal guides and board policy.
- The school institutes a fair and open student admission process that complies with Minnesota law.
- The school is fulfilling its purposes as defined in the Charter School Law (Minn. Stat. 124D.10, subd. 1) and charter contract.
- The school's employment process complies with state and federal law.
- The school has defined job descriptions and evaluation process for all personnel.
- Teacher evaluations are designed and conducted consistent with state requirements.

Legal and Contractual Compliance

Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed.

Volunteers of America of Minnesota Accountability Systems

Formal Site Visit

A member of the VOA-MN Authorizing Program Leadership Team typically conducts formal site visits once per year. THEY interview key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the “Range of Interventions” table.

Informal Site Visit

VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigations of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

Board Meetings

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often (approximately every other month) for schools within their first three years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

School Published Annual Reports

The Charter School Law (Minn. Stat. 124D.10, Subd. 14) includes requirements for a charter school annual report. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student-learning program a success?

Does the school exhibit strong financial health? Is the organization effective and well run? VOA-MN requires that the final draft be board approved and posted to the school's official website by October 1st annually. The VOA-MN Annual Report criteria contain the World's Best Workforce Report.

Authorizer Published Annual Reports

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

School Board Governance

Overview

KIPP Minnesota has an active board that supports the school with oversight and strategic focus. Board members are intent on ensuring the success of KIPP Minnesota. Building the processes, behavioral and curricular systems, and developing faculty and leadership are the unrelenting priority of the KIPP Minnesota Board. The board operates in compliance with the bylaws related to school finance as well as nonprofit governance. All board members have completed required board training.

Board structure currently consists of six committees: Executive, Governance, Finance, Development, Academic, and Family and Community Engagement.

The Board maintains a governance file that includes all board minutes and monthly board packets. In compliance of Open Meeting Law, all committee meeting minutes, committee reports, and financials are available for stakeholder review. In addition, the board governance committee oversees the structure and makeup of the board to ensure maximum effectiveness.

Each board member has an electronic copy of the Board Handbook. All the necessary documents for the Board are provided including recent audits, board bylaws, annually updated committee charters, student performance data, and financial information. The “Board of Directors Commitment” document outlines clear expectations highlighting the importance of engagement in committee service, meeting attendance, and required training.

Board governing tools include officer job descriptions and committee charters. Measuring outcomes of committee work is a cornerstone to the KIPP board operating efficiently. The most recent review of the bylaws was completed in July 2017. The bylaws were reviewed for compliance with state and federal laws.

Opportunities for improving board capacity include human resources and student achievement. The board is also focused on building capacity from within the communities of color we serve. The Governance Committee is focused on reaching out to the North Minneapolis community as an integral component of KIPP Minnesota’s board development strategy.

The Board completes an annual self-evaluation via online survey. Based on last year’s evaluation and annual strategic retreat the board is focused on key areas to support the school including the following: developing our growth plan for opening new schools, building school leadership pipeline, board succession planning, and encouraging community partnerships.

Board Meeting Schedule

The KIPP Minnesota board meets every month (with the exception of July) with additional meetings as needed. Board committees meet monthly.

Board Roles and Responsibilities

The KIPP Minnesota board is responsible for:

- Hiring and evaluating the executive director
- Setting, maintaining, and promoting mission, vision, and strategic plan
- Signing contracts and/or authorizing the executive director to do so
- Fulfilling state MDE and charter authorizer requirements

Board Elections Process

1. New members are elected annually in the spring
2. Election results are announced at the KIPP Minnesota Annual Meeting in June
3. Newly elected board members are inducted/seated at the June board meeting
4. All teaching staff and parents are invited to run for a school board seat
5. The term of office for community board members is for three years. The term of office for teacher and parent representatives is for two years.

2021-2022 KIPP Minnesota Board

Name	Position	Group	Elected	Term Start	Term End	Email	Attendance
Kristine Straumann	Treasurer	Community	6/13/2018	6/1/2011	6/1/2024	kristine.straumann@gmail.com	100%
Lisa Roath		Community	5/21/2020	6/1/2020	6/1/2023	Lisa.Roath@target.com	88%
Trent Bowman		Community	5/21/2020	6/1/2020	6/1/2023	Trent.Bowman@oldnational.com	88%
Nicole Danielsen	Co-Chair	Community	11/16/2019	6/1/2019	6/1/2022	nicole.danielsen@gmail.com	100%
Renee Uzong	Secretary	Community	6/15/2016	6/1/2019	6/1/2022	ruzong@mmm.com	63%
John Slifer		Community	8/15/2019	6/1/2019	6/1/2022	jrslifer@gmail.com	100%
Margie Soran	Co-Chair	Community	8/15/2019	6/1/2019	6/1/2022	msoran6@gmail.com	100%
Paul Muldoon		Community	11/15/2018	6/1/2021	6/1/2024	paul_d_muldoon@hotmail.com	88%
Kojo Amoo-Gottfried		Community	10/28/2020	1/1/2021	1/1/2024	kojo_amoo-gottfried@cargill.com	88%
Averi Turner		Teacher	9/22/2021	9/22/2021	6/1/2024	aturner@kippminnesota.org	88%
Aquila Collins		Community	10/28/2019	6/1/2019	6/1/2022	aquilarcollins@gmail.com	88%
Rita Gordon		Parent	5/25/2022	6/1/2022	6/2/2024	njeridh@gmail.com	100%

2021-2022 School Year KIPP Minnesota Board Training Schedule

Name	Type of Activity	Date	Location
Kristine Straumann	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	Audit Training	Jan 2022	

	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Lisa Roath	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Trent Bowman	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Nicole Danielsen	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Renee Uzong	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
John Slifer	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Margie Soran	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Paul Muldoon	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Kojo Amoo-Gottfried	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Averi Turner	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Aquila Collins	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN
	KIPP MN IDI Diversity, Equity, and Inclusion Board Training	July 2021	
Rita Gordon	Audit Training	Jan 2022	KIPP North Star, 5034 Oliver Ave N, Minneapolis, MN

School Management

KIPP Minnesota 21-22 Administrative Team Structure

Executive Director	Provide overall accountability for all aspects of school's mission, vision, strategic plan, including facilities and construction projects, staffing, and education.
Head of Schools	Oversee school leaders; support and build academic structures, progress-monitoring, and curriculum
VP of Finance and Operations	Assist executive director in all functions, act as a board and authorizer liaison, manage KIPP MN regional team members, manage school-based operations teams. Oversee and plan financial aspects of school, manage vendor relationships and ordering.
School Leaders	Establish school culture & academic programs. Oversee school leadership team, run professional development, assist in hiring, manages all school staff, act as a parent liaison.
Assistant Director of Student Services	Oversee special education programming, manage external service providers, support school-based student service coordinators.
VP of Human Resources and Talent	Oversee all components of HR. Create and execute staff recruitment, hiring, onboarding and development. Manage staff licensure acquisition.
VP of External Affairs and Development	Plan and execute annual development activities, manage external communication and branding.
VP of Culture, Talent, and Alumni Programming	Run programs for KIPP Through College and manage all KIPP Through College staff; runs Diversity, Equity, and Inclusion programming.
Director of Academic Systems	Maintain all student information and learning management systems, support enabling academic systems, assessments and curriculum across the region.

KIPP Minnesota 21-22 Administrative Team

Name	File #	Title	Years at KIPP MN	Left 21/22	Return 22/23
Shana Ford	NA	Executive Director	2	No	Yes
Isreal Moses, IV	423601	Head of Schools	2	No	Yes
Becky Gallt	456037	VP of Finance and Operations	13	No	Yes
Montia Gardner	NA	School Leader (KNS)	0.5	Yes	No
Nlaka Dunbar	1002512	School Leader (KNS)	1	No	Yes
Crystal Batiste	NA	School Leader (KL)	4	No	No
Tiffany Harris-Gill	1006046	Assistant Director of Student Services	4	No	Yes
Deonna Perez-Evans	NA	VP of Human Resources and Talent	2	Yes	Yes
Alison Ford	NA	VP of External Affairs and Development	10	No	Yes
Sarah Beraki	NA	VP of Culture, Talent, and Alumni Programming	5	No	No
Kate Mazurek	NA	Director of Academic Systems	9	No	Yes

Executive Director – Shana Ford

Ms. Ford, a life-long Minnesotan, joined KIPP Minnesota as the Executive Director in October 2020. Previously, she served as the Vice President for the Center for Economic Inclusion, where she led a team supporting public and private institutions to assess current systems and institutionalizing new policies and practices to be responsive to the talent and needs of the BIPOC community.

Ms. Ford is a mission-driven executive with over 20 years of experience leading highly effective teams to achieve performance success while implementing deep, transformational outcomes for communities. Before her time at the Center for Economic Inclusion, Ms. Ford helped organizations transform organizational imperatives into results across multiple sectors. She has a track record of managing key relationships, engaging with community partners, policymakers, and decision-makers to create and implement long-term employment solutions, housing and health services, and financial viability.

In addition, Ms. Ford served as the Director of Lending and Impact Investing for First Children's Finance and as Chief Administration and Human Capital Officer for the Harvest Network of Schools. Before her work in non-profit, Ms. Ford had an 18-year career in banking where she served as Vice President with BMO Harris and Wells Fargo.

Mr. Ford holds a Bachelor's degree in Business and Marketing Management and a Master's degree in Leadership. She is the mother of five children: LaShana, Terrell, Tiffany, and twins Derek and Erick, and the proud grandmother of a KIPP Minnesota student.

KIPP Minnesota Head of Schools – Isreal Moses, IV

Mr. Moses joined KIPP MN in January 2021 and brings over 15 years as a high school administrator. His entrepreneurial spirit led him to start MFAM Capital & Consulting LLC., which focuses on public speaking and staff development, emphasizing the socio-emotional aspects of education. He received his Bachelor's of Science from North Dakota State, his Master's of Arts in Educational Leadership from Hamline University, and is a doctoral candidate at Minnesota State University Mankato.

Mr. Moses also enjoys volunteering and service work as a proud member of Alpha Phi Alpha Fraternity, Inc., Big Brother Big Sisters, and March of Dimes. He is currently serving as a board member for the Northside YMCA.

Mr. Moses and his wife, Kyra, have three children Isreal V, Laila Amani, and Harper Malia.

KIPP Legacy School Leader – Crystal Batiste

Ms. Batiste joined KIPP Minnesota in the summer of 2019 as a Fisher Fellow. She is a proud alumni of Teach for America, which initiated her teaching life in 2012. Ms. Batiste received her

Bachelor of Interdisciplinary Studies from Texas Southern University in 2011, her Master of Curriculum Instruction from the University of Nevada Las Vegas in 2014, and continues to learn to gain her Leadership Endorsement from Sierra Nevada College. In her free time, she enjoys spending time with her children and volunteering throughout the city.

Executive Director Review Process

The Board Chair and Executive Director agree on goals and priorities for the school year as part of the performance plan. The Executive Director works with the Leadership Team to develop a comprehensive plan including strategies to meet school goals and benchmarks to monitor progress. The Executive Director reports on the goals regularly to the Executive Committee and Board of Directors. The Executive Director completes a self-assessment aligned to the KIPP Leadership Competencies and is formally evaluated by the Board of Directors mid-year and at the end of the year. The Executive Committee of the Board reviews the Executive Director's performance against the goals and performance plan along with the results of a 360-degree review and generates an assessment of performance.

School Staffing Information & Professional Development

School Staff Team Structure

Classroom Teacher or Co-Teacher	Plan using provided curriculum resources, deliver instruction, assess student progress, communicate with parents regularly.
Special Education Teachers	Identify children for screening, work with team to create IEPs, delivers instruction, assess students on IEP goals, reports progress to parents.
Paraprofessionals	Support teachers and students, pull small groups, and provide general logistical and/or operation support throughout school day.

2021-2022 School Year Teaching & Support Staff Team

School	File #	First Name	Last Name
KNSP	505549	Courtney	Staples
KNSP	517350	Anabelle	Lefevre
KLA	517837	Greg	Jackson Stumbras
KLP	1002472	Averi	Turner
KNS	1004826	Genesis	Bonilla
KLP	1005023	Josie	Harrigin
KNSA	1006811	Bobbi	Pratt
KNS	199810	Joanne	Caissie
KNS	180100	Shannon	Woodard
KNS	199810	Danielle	Delk
KNS	940710	Shauna	Lynch Slavin
KNS	1012806	Sheila	Shelton
KNS	1013011	Sienna	Liston
KNS	465452	Johnny	Ford Jr.
KNSA	1002006	Tress	Blake
KLA	1001796	Ariel	Keller
KNS	1002512	Niaka	Dunbar
KLA	1005026	Ianna	Oatis
KL	1008430	Keyanna	Alcaide-Gavilan
KLA	1004491	Jaz	Jacox
KL	471908	Abdul	Wright
KLA	475603	Julia	Bender

KNS	488760	Ifraj	Aqeel
KNSA	502082	Hannah	McDermott
KLA	502222	Kelsey	Waters
KL	507125	Abigail	Luger
KNS	508290	Ryan	Sinda
KLA	511056	Chris	Rogers
KNSA	511220	Andrea	Bellinghausen
KL	511717	Yeej	Moua
KNS	514385	Ramon	Wilder
KLP	1000490	Erin	McElligott
KNSA	1001068	Megan	Crass
KLA	1001581	Adrianna	Eason
KNSP	1002829	Abigail	Simms
KNSA	1005146	Zac	Reeves
KNSA	1006046	Tiffany	Harris
KL	1010024	Ashley	Thiel
KL	1011396	Caitlin	Koehler
KL	400432	Magda	Waer
KNS	489762	Natalia	Ozerova
KNS	503340	Andrew	Dicker
KL	1010695	Ava	Henry
KNS	1011388 516519	William	Harren
KL	1011084	Lauren	Rickman
KNS	1001901	Laura	Montgomery
KNS	1008012	Jenna	Adams
KNS	505502	Sonya	Martin
KNS	515275	Carly	Semmer
KNS	1012897	Rachel	Packer

Teacher Development & Performance Review Process

At KIPP Minnesota, we define strong performance as the facilitation of great student results. We believe a strong performance management system:

1. Allows for all staff to be focused on results day-to-day.
2. Ensures clarity of expectations and goals.
3. Provides regular, clear communication about performance & areas for growth.
4. Establishes enduring systems and tools for getting better every day.

Below is the outline of our performance management model that serves as both the driving force for tailored professional development in addition to our teacher evaluation mechanism. We use a number of rubrics and development tools provided the by the KIPP foundation in support of our development and evaluation plans.

KIPP Minnesota's Performance Management Model

Research by The New Teacher Project in DC showed that one of the top three variables affecting student outcomes is that expectations for effective teaching are clearly defined. All staff need to know what gains we expect students to make, what behaviors exemplify excellent teaching, what behaviors we value in the school, and what duties we expect to be carried out daily. With this information and associated supports, all are much more likely to be successful.

Formally, the first step in our process is to set performance goals. All performance goals should be written in the "SMART" goals format – meaning they are specific, measurable, ambitious, realistic and timebound.

Teacher performance goals are frequently linked to school wide assessment goals. After setting strong performance goals, teachers develop a set of individual development goals. We create development goals in order to set a roadmap for how we will get better at our jobs on a daily, monthly, and yearly basis – and how we will move toward our performance goals.

When setting development goals, it is critical to reflect on both strengths and areas of growth. So often, areas of strength can be easily leveraged to support development. Development goals are usually at least two-to-three-month endeavors, and may sometimes take longer for adequate progress (some behaviors are harder to change than others). Time during weekly One-on-Ones (O3s) and in periodic reviews will be used to determine whether or not they are ready to be re-set.

It is widely recognized that staff will likely need a variety of resources to meet their performance and development goals. Some examples may be:

- Manager or coach support setting performance and development goals
- Time to build relationships, collaborate, learn, review plans & student data with manager

- Money to fund all costs, classroom funds, etc.
- Materials such as curricular materials, supplies, equipment, etc.
- Professional Development both in-school/region and KIPP-wide or external
- Feedback and Coaching based on observations for ongoing improvement

Staff at KIPP Minnesota will receive these resources on an ongoing basis. Instructional coaches will regularly observe all teachers on their team. During an observation, coaches take a running record of the classroom lesson. After observing, coaches review their notes and create an action step for the teacher. At KIPP, we use the “Get Better Faster” scope and sequence to determine the best next action step for teachers. This tool allows a coach to identify the highest leverage and most foundational skill that a teacher needs to improve and then provides guidance on writing an observable and bite-sized action step.

All observations will be followed by an observation de-brief within a teachers O3 (one-on-one) meetings. Every O3 agenda will include:

- Most recent observation de-brief
- Performance and development goal check-in
- Conversation about sustainability/work-life balance
- Additionally, on a rotating basis, O3s will include the following larger “deep dives:”
 - Curriculum planning
 - Assessment data
 - Classroom culture, systems, and procedures

At KIPP Minnesota, we discuss and evaluate performance using three sources of data:

- Student Achievement Data (primarily MCA, MAP, and curriculum-based assessments)
- Formal/Full Observations (1x/semester)
- Informal Observations (at least 2x/month)

In addition to evaluating teacher performance based on student data, KIPP Minnesota also utilizes rubrics and development tools provided by the KIPP foundation for teacher performance. All staff members will have one performance review meeting a semester.

Professional Development Opportunities

At KIPP Minnesota, we know that teachers get better faster if they are provided with meaningful and frequent development opportunities. While we believe that the majority of development comes from coaching on the job, explicit development also plays a role. At KIPP, that professional development centers on student achievement and instructional data cycles.

The KIPP Minnesota team has three full weeks of professional development prior to the start of the school year. These sessions are crucial for teachers to internalize curriculum, learn school systems, build team and work on foundational teaching skills. Throughout the year teachers have

weekly PD sessions on Wednesday from 1:30-4:30 and an additional 5 full days spread throughout the academic calendar. These sessions focus on assessment analysis, targeted trainings and curriculum implementation.

Sample Weekly Meeting Schedule

Mondays - All staff morning meeting (7:30-8:30)

- Motivational and reflective opportunities
- Roll out weekly instructional and culture focus areas
- Logistics updated
- Quick skill refreshers & practice

Tuesdays - Leadership Team Meeting (7:30-8:30)

- Review School wide goals and progress
- Identify teacher development needs and support
- Determine upcoming logistical needs and delegate

Wednesdays – Grade Level Team Meetings

- Problem solve student behavior
- Review grade level logistics
- Review curriculum and planning documents for upcoming week

Wednesdays – All Staff Professional Development (1:30-4:30)

- Content team meetings
 - Review content strategies, student work, student data, upcoming curriculum
- Whole Team Data Review
 - Building teacher “Data Driven Instructional” practice skills
 - Reflect on instructional practice and student achievement
 - Action plan for student intervention and improve personal instructional practice

Thursday – Special Education Team Meeting (7:30-8:30)

- Review student IEP goals and services
- Problem solve around accommodation planning and delivery
- Plan for upcoming evaluations

Ongoing - O3 Meetings with Coach

- Instructional Coaching
- Skill based sessions
- General performance management

Building the Leadership Pipeline

In addition to whole school professional development, the leadership team works to identify staff that would benefit from additional training opportunities. Last year, KIPP Minnesota sent multiple teachers to curriculum conferences hosted by the KIPP foundation. Conferences vary in scope – some are targeted development on specific curriculum and others are holistic development opportunities for new leaders.

School Enrollment & Attrition

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school from 2008-09 through 2021-22. Data is based on approximate October 1 membership.

SY	K	1st	2nd	3rd	4th	5th	6th	7th	8th
08-09						71			
09-10						77	95		
10-11						39	50	64	
11-12						43	58	68	62
12-13						35	50	50	40
13-14						40	49	56	52
14-15						54	92	60	49
15-16						34	69	58	54
16-17	42	25				29	62	51	41
17-18	55	60	49			31	56	44	42
18-19	46	55	57	47		30	59	54	41
19-20	54	54	54	54	69	48	74	52	50
20-21	98	80	65	61	68	88	75	83	64
21-22	66	70	68	57	62	62	71	66	55

In 2021, 92% of KIPP Minnesota students qualified for free or reduced priced lunch and 97% of students identified as students of color. Our Oct. 1 to Oct. 1 attrition rate increase in 2021-2022 to 24% (inclusive of both schools).

Admission Policies and Procedures

KIPP Minnesota is a free, open enrollment charter school. We accept any student living in Minnesota and provide bussing for all students who live within the Minneapolis Public School District. In 2021-22 our enrollment period was from 2020 until the start of the school year. We circulated applications at community centers, local libraries, community events, and hosted enrollment events at various locations. We also asked current families to refer new families to the school. We did not have enough student applications by the lottery deadline to trigger a competitive lottery in 2021-2022.

Our enrollment policy dictates that if we exceed our stated enrollment targets by one student during our open enrollment period, we will continue to collect applications for a certain defined period of time and then students will be chosen through a random lottery system. If students apply after the lottery has been run, they will be added to a waitlist or immediately enrolled based on vacancies. Our policy does extend preference to new students who are siblings of current students or are children of a current staff member.

Application and enrollment paperwork was completed online via PowerSchool Enrollment.

School Academic Performance

2021-2022 School Year KIPP Academic Program

Reading

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star/Legacy Academy	<ul style="list-style-type: none"> KIPP Wheatley (includes: texts, assessments, lesson plans, exit tickets) 	<ul style="list-style-type: none"> Guided Reading Library Accelerated Reader IXL 	<ul style="list-style-type: none"> Curriculum based assessments NWEA MAP
KIPP North Star/Legacy Primary	<ul style="list-style-type: none"> KIPP Wheatley (includes: texts, assessments, lesson plans, exit tickets) Fundations Phonics 	<ul style="list-style-type: none"> Guided Reading Library RAZKids iStation 	<ul style="list-style-type: none"> AIMSWeb Literacy Assessment Shaywitz Dyslexia Screener Curriculum based assessments NWEA MAP

Math

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star/Legacy Academy	<ul style="list-style-type: none"> Eureka Math (lesson plans, assessments, exit tickets) Achievement First Math (lesson plans, assessments, exit tickets) 	<ul style="list-style-type: none"> IXL Math platform KIPP Share Feature Teacher resources 	<ul style="list-style-type: none"> Curriculum based assessments NWEA MAP
KIPP North Star/Legacy Primary	<ul style="list-style-type: none"> Eureka Math (lesson plans, assessments, exit tickets) 	<ul style="list-style-type: none"> Zearn Math platform Number Corner 	<ul style="list-style-type: none"> Curriculum based assessments NWEA MAP

Science

School	Primary Curriculum	Additional Resources	Assessments
KIPP North Star/Legacy Academy	<ul style="list-style-type: none"> Amplify Curriculum KIPP MN created curriculum (unit outlines, daily objectives, assessments) 	<ul style="list-style-type: none"> MCA Science Prep KIPP Foundation Master Teacher Resources 	<ul style="list-style-type: none"> Curriculum based assessments Amplify Assessment NWEA MAP

KIPP North Star/Legacy Primary	<ul style="list-style-type: none"> • Amplify Curriculum 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NWEA MAP
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KIPP MN Instructional Vision

At KIPP MN, we believe that the foundations of strong instruction are strong primary curriculum resources and well-prepared teachers. We let these two beliefs inform all academic program decision making. We use the KIPP Wheatley curriculum in reading in grades K-8 to ensure all students are exposed to high quality, rigorous texts and asked to engage with these texts deeply. We use Eureka Math curriculum to in grades K-8 to ensure all students are developing deep math thinking and computation skills. In science, we use the Amplify Science curriculum.

During the 21-22 school year, the primary prerogative was to stabilize our educational model almost a full year of distance learning. In 21-22, the majority of the year was back in-person, but was still regularly disrupted by periods of student-, class-, grade-level, and even temporary school closures due to the COVID-19 pandemic. Because of this, we worked to find ways to be able to nimbly move between in-person learning and distance learning. We continued the effective delivery method that brought these instructional materials and techniques into a distance learning platform from 20-21 and utilized GoogleClassroom, NearPod, and many other blended learning strategies to teach from afar.

We provide frequent and meaningful coaching opportunities to teachers to help them prepare for instruction using these resources. School leaders facilitate internalization meetings where teachers are asked to engage with their content before planning to teach. School leaders coach teachers using the “Get Better Faster” tool, in addition to other rubrics, to develop all staff toward our vision of excellent teaching.

Integrating Identify and Social-Emotional Learning into Instruction

KIPP MN offers teachers, kids, and parents a structured, meaningful way to talk about and develop identity, social-emotional learning, and character.

At KIPP MN, explicitly creating opportunities to develop social-emotional learning is infused throughout the school day. During this challenging year, social-emotional learning was more critical than ever as our entire community grappled with the realities of living through such trying times. KIPP implemented an art therapy class at KIPP Legacy; a peace garden at KIPP North Star; a number of counseling groups; among other specific social-emotional support initiatives.

At KIPP North Star Academy and KIPP Legacy Academy, students are given “Glows” to incentivize demonstrating specific positive behaviors. For example, a student who struggles for the duration of a math class with a problem but does not give up would be awarded a “Glow” for showing perseverance. Conversely, students can be assigned “Grows” for violating a school norm.

Students are able to earn rewards and privileges based on their “Net Impact” (their total glows minus their total grows).

At KIPP North Star Primary, students receive or lose a “DoJo Point.” Students who reach certain point levels throughout the day are celebrated both daily and weekly. Additionally, students participate in a weekly community meeting there they learn about different character traits, learn examples and non-examples and celebrate a “KIPPster of the Week” who embodies the charter trait of the week.

Assessment Results

In the 2021-2022 school year we completed both the NWEA/MAP assessment and the MCA.

MAP Assessment

In the spring of 2022 students took the NWEA MAP Growth Tests. K-4 students took mathematics and reading assessments, while 5-8 students took mathematics, reading, and science assessments. 19.2% of the students who took the MAP test in reading in the spring scored at or above grade level (40th percentile and above). 13.7% of the students who took the MAP test in math in the spring scored at or above the grade level.

MCA Assessment

Approximately 350 KIPP Minnesota students participated in MCA testing. 13.4% of students who took the reading MCA met or exceeded the standards. 4.3% of students who took the mathematics MCA met or exceeded the standards.

Data Driven Instructional Model

Academic Goal Setting (KIPP North Star Academy, KIPP Legacy Academy)

The main measure of academic success at KNSA is student performance on the MCA assessments. Each year, annual goals are set outlining how many students at KIPP North Star Academy will partially meet, meet and exceed standards on their MCAs. In order to make both realistic and ambitious goals, we rely on fall NWEA MAP data to inform these goals.

After fall NWEA MAP testing, we use the NWEA Linking study on MAP/MCA alignment to determine what percent of our students are currently on-track to reach each attainment level on the MCA. We create our “meet/exceed goal” by adding 100% of the students who are on track to meet/exceed, 100% of the students who are on track to partially meet and 20% of the students who are partially on track to not meet. Our “partially meet” goal becomes 30% of the students who are on track to not meet. The remaining 50% of students who are on track to not meet become “priority growth” goal students – they are targeted for interventions and have ambitious individual growth goals.

Teachers are given these goals in conjunction with student lists that contain fall testing data so they are able to tailor instruction. We are able to assess whether we are on track/making progress towards this goal by conducting winter NWEA MAP testing. We also conduct NWEA MAP testing in the spring (immediately following the MCA window) so that we are able to create a complete picture of student growth in addition to the final attainment data from the MCA.

Academic Goal Setting (KIPP North Star Primary/KIPP Legacy Primary)

The priority goal for KLP and KNSP is ensuring all students make adequate reading growth and are reading on grade level at the conclusion of the school year. In order to inform this goal and progress monitor, teachers rely heavily on the AIMSWeb assessment. The AIMSWeb assessment is given 4 times annually to gather foundational literacy data and mark progress to goal throughout the year. The assessment provides detailed information that allows teachers to target specific students and specific reading skills. In addition to the AIMSWeb reading goals, teachers aim for mastery on all Eureka curriculum content tests.

KNSP and KLP staff also prioritizes student growth on the NWEA MAP assessments in both reading and math. KNSP and KLP aims for all students to achieve their tiered growth goal on the NWEA assessment.

Data Driven Instruction

In addition to the academic goals that are created and used for “big picture” planning and grouping, teachers engage in classroom level data cycles that help them tailor and target their instruction.

Teachers meet and conduct item level analysis. They determine what standards have been mastered by the whole group, what standards need to be re-taught whole groups and what standards need to be taught to target groups of students. They are also given planning time with team teachers and paraprofessionals to ensure that the appropriate interventions are put in place.

Teachers also meet once a term to do a data deep dive, looking at all bi-weekly quiz data alongside MAP data and MCA projections. They reflect on their quantitative data and generate their own qualitative observations to help guide their planning into the next term. All teachers also reflect on school wide culture data (behavioral metrics, attendance data, student & family survey data.)

Curriculum and Instructional Decision Making

KIPP Minnesota works closely with curriculum designers and experts at the KIPP Foundation to ensure we have the best instructional resources in our classroom. Along with our primary curriculum resources, the foundation also provides shared, curriculum- aligned assessments.

Based on assessment data and teacher reflection, KIPP MN is able to both provide feedback to the KIPP foundation relative to the curriculum choices and receive support and feedback on our curriculum implementation.

FINANCES

General Education Aid

General Education Aid is a combination of several revenue categories that provide the major share of funding for school districts. General Education Aid is not restricted to any specific use. The total general education funding formula for FY22 was \$6,728. Based on our ADM and this funding formula, KIPP MN received \$6,353,882 in general education aid for the 2021-2022 school year. The per weighted student unit amount will be \$6,863 in FY23. Assuming that student attendance goals are met, KIPP Minnesota anticipates receiving \$5,495,392 in general education aid in FY23.

Special Education Funding

A school's Special Education Program is funded primarily by three sources: State SpEd Revenue, Tuition Billing Revenue, and Federal SpEd Revenue. The School receives State SpEd Aid funding annually approximating 94% of the total salary and contracted service costs incurred during the year. KIPP MN had a budgeted amount of \$3,328,050 for SpEd and actuals of \$3,326,120 in FY22.

English Learner State Aid

English Learner ("EL") Aid is allocated to schools based on the number of students categorized as "English learners." KIPP MN had 8 EL students enrolled in FY22 and received \$14,303 in EL Aid.

Building Lease Aid

The School is eligible for Building Lease Aid that must be used to pay for facility occupancy and certain related costs. The amount of Building Lease Aid the School receives and will receive in the future is determined by a statutory formula. Under the current formula, effective July 1, 2011, a charter school receives as Building Lease Aid equal to the lesser of (i) 90% of the approved cost of the lease or (ii) a cap of \$1,314 per weighted student unit. The School received Building Lease Aid in the amount of \$772,054 for the 2021-2022 school year. KIPP MN anticipates receiving \$570,202 in lease aid for the 2022-2023 school year.

Overall Financial Results

In FY22, the School had total revenues of \$14,340,749 and total expenditures of \$14,037,010 which resulted in net income for the year of \$301,739. The positive net income resulted in an ending FY22 fund balance of \$3,986,042 or 28%. The cash balance at the end of the year was \$3,039,586 or 79 days of cash on hand which exceeds the School's bond covenant compliance requirement of 30 days of cash on hand.

Financial Management Practices

The School contracts with BerganKDV (BKDV) for services related to its accounting, payroll, generation of financial statements, and compliance reporting. KIPP MN also contracts with ABDO for performance of its annual financial audit. Financial statements are presented to the Board on a monthly basis; the School Board reviews monthly expenditures and approves all contracts. For additional review and accountability, on a monthly basis, the School submits financial statements and Board meeting minutes to its Authorizer (VOA-MN).

Innovative Practices

The KIPP Model

At KIPP MN, we believe every child can and will learn when provided a high-quality education. That's why we count success one student at a time. Our model is not only based on rigorous academic preparation, but also on integrating social-emotional learning into everyday lessons to help students prepare for the challenges of college and life.

By choosing KIPP MN, students make a commitment to excellence with themselves, their parents, and their teachers. In addition to the lessons students learn in the classroom, they are also learning life skills through identity-affirming education. We also have programming that helps to bridge students' transition from middle to high school and also from high school to college. They help each student select a college that is a good fit, become socially and academically integrated after they enroll, and navigate the hurdles they face earning a degree.

Growth Focused Behavior Management

Our behavior management system is a flexible system of "glows" and "grows" in the middle school, and a point spectrum that students can move up or down on in the primary school. They allow students to be both rewarded and redirected. While our expectations remain high, the systems we use allows for the opportunity for students to "cool down" and reflect. For example, in the middle school students who are given multiple "grows" spend time reflecting with an administrator in a separate room before returning to class. Students who earn a specified number of "glows" are given privileges and rewards.

There is additional time in the school day where students are able to reflect in groups about how their choices are impacting their class community. Students discuss how their behavior has impacted their team and their learning. Ongoing character education also plays a big role in this improvement, as we helped students shed negative, reactive habits and build self-control, social intelligence, and optimism.

Targeted Math and Reading Intervention

While all of our students need high quality, data drive instruction, we recognize that there are groups of students who need additional supports and interventions to be successful. While intervention structures look different in the primary and middle school, both prioritize using data to make informed decisions about the additional services and targeted instruction that students need.

Data teams use fall NWEA data to identify students who participate in additional pull out time. Groups of students were pulled during non-instructional components of the day to receive an extra "dose" or reading or math. In addition to the small groups, all students participate in a portion of the day called "lab." During this block of time, all students either complete

independent reading, instructional level math problems on IXL, or are pulled by a content teacher to practice a recent standard based skill.

In primary grades, all classroom teachers use AIMSWeb reading assessment data to create guided reading groups. Students receive small group leveled reading instruction daily in their guided reading group. Teachers also use AIMSWeb data to create groups to use a leveled phonics curriculum that meets each student at their level. Additionally, teachers use a combination of AIMSWeb, NWEA and classroom level data to identify students for the Child Studies Team (CST) to receive a complete individualized intervention plan.

Service Learning

Description of Service Learning Component

KIPP Minnesota works to create well-rounded students. We know and understand that service learning is an important part of teaching and learning evidenced through the following activities

2021-2022 School Year:

Virtual Host: Black History Month Celebration and Action Night (see video!)

Virtual: Get-Out-The-Vote

Virtual: Letter-Writing

Virtual: COVID Supplies Drive

2020-2021 School Year:

Virtual Host: Black History Month Celebration and Action Night (see video!)

Virtual Work: Community Action Planning

Virtual: Get-Out-The-Vote

Virtual: COVID Supplies Drive

2019-2020 School Year:

Host: KIPP Minnesota Community Donation Center (served hundreds of Northside families basic necessities during COVID-19 and the George Floyd uprising)

Host: Day of Action (community service event painting murals for social justice)

Host: Fall Family Night

Host: Black History Month Celebration and Action Night

2018-2019 School Year:

Host: Community Garden

Host (in partnership with Wilderness Inquiry): Fall Family Night

Host (in partnership with Wilderness Inquiry): Spring Barbeque

Host: Winter Family Night (including dance performances, wellness information, student art galleries)

2017-2018 School Year:

Host: Community Garden

Host (in partnership with Wilderness Inquiry): Fall Family Night

Host (in partnership with Wilderness Inquiry): Spring Barbeque

Host: Winter Family Night (including dance performances, wellness information)

2016-2017 School Year:

Host: Community Garden

Host (in partnership with Wilderness Inquiry): Fall Family Night

Host (in partnership with Wilderness Inquiry): Spring Barbeque

Host: Winter Family Night (including dance performances, wellness information)

2015-2016 School Year:

Breast Cancer Walk

Food Drive

Host: Community Garden

Host: Community Wellness Night

2014-15 School Year:

Cancer Walk

2013-14 School Year:

Alzheimer's walk Clothing Drive Food Drive Multiple Sclerosis

2012-13 School Year:

Urban Squash—Aids Walk Community Clean up—Earth Day Food Drive

Clothing Drive

Feed my Starving Children

Future Plans

Strategic Planning Priorities

At the conclusion of the 2016-2017 Academic Year, KIPP Minnesota released a 5-year strategic plan. The 2021-2022 school year represented the 5th (and last) year of this strategic plan. Throughout this year, KIPP Minnesota leaders worked to revise and update the strategic priorities. The revised plan includes 5 priorities that will help ensure that KIPP Minnesota is serving 1,000 students in high performing charter schools by 2022. The 5 priorities are:

1. Dramatically increase outcomes for all students and alumni.
2. Create an equitable and inclusive culture that is more reflective of the communities we support.
3. Develop supportive, equitable and accountable talent practices so that all teammates thrive.
1. Create a K-12 school pipeline in Minneapolis with two K-8s and one high school.
2. Build a sustainable financial and operating model.

KIPP Minnesota leadership intends to re-visit this strategic plan now that the five-year term has ended. The board has established a Strategic Planning group that is working to develop a new five-year vision and plan that takes into account the new educational landscape, including declining enrollment, the effects of the pandemic, and the realities of the teacher shortage. We look forward to developing a vision that is community-driven.

See Appendix A to view the entire strategic plan. The plan includes specific actions for each priority, future enrollment projections by year.

Facilities

KIPP Minnesota Affiliated Building Company purchased the facility at 5034 Oliver Ave. North to house KIPP North Star Primary and KIPP North Star Academy. KIPP Minnesota is invested in the Shingle Creek neighborhood and will seek to expand the space as needed to serve the needs of the growing schools.

KIPP Minnesota leases the second campus, KIPP Legacy, in the Jordan neighborhood of North Minneapolis. In the 19-20 school year, we opened a middle school, KIPP Legacy Academy. In the 20-21 school year, we opened a primary school, KIPP Legacy Primary.

APPENDIX A: Strategic Plan



Our Mission

Establish and operate high performing public schools in the Twin Cities that confront educational inequity by delivering academic excellence and cultivating leadership skills to ensure all students succeed in college and life.

Revised 5-Year Priorities

1. Dramatically increase outcomes for all students and alumni.
2. Create an equitable and inclusive culture that is more reflective of the communities we support.
3. Develop supportive, equitable, and accountable talent practices.
4. Create a K-12 school pipeline in Minneapolis with 2 K-8s and 1 high school.
5. Build a sustainable financial and operating model.

From 2017

- 250 students
- x% of teachers and leaders identify as POC
- 30% proficient on MCA
- One K-8 campus
- 247 alumni in high school and college
- \$16.9k/student

To 2022

- 1,000 students
- 35% of teachers and leaders identify as POC
- 60% proficient on MCA
- Two K-8 campuses
- One high school
- 500 alumni in high school and college
- \$13.5k/student



22

Executive Summary

- KIPP Minnesota is a K-8 charter network serving **389 students in Minneapolis** with five key components to its model: **high expectations, safe, structured, and nurturing environments, strength of character, highly effective teachers and leaders, and KIPP through College**
- KIPP MN has created a **student success profile** that defines an ideal graduate of its program. This student success profile has 3 key pillars: **college-ready achievers, socially developed citizens, and empowered agents of change.**
- Current student performance lags behind the local district and state average. Through this plan, KIPP MN is **committed to improving performance and has identified ambitious goals aligned to its student success profile**
- To achieve its student success profile, KIPP MN has identified 4 strategic priorities it will focus on over the next 3 years:
 - **DEI: Team Diversity & Mindsets**
 - **Academic Alignment**
 - **Adult and Student Culture Alignment**
 - **Performance Management and Talent Development**
- KIPP MN has created a detailed implementation plan to execute on these priorities over the next several years. To carry out this plan, **KIPP MN will fundraise \$502,500**
- By successfully implementing this plan, KIPP MN will ensure that **112 more students will be proficient in Math, 104 more students will be proficient in Reading, and KIPP MN will increase the % of staff and leaders identifying as people of color by greater than 30%**



A diverse Strategic Planning Committee shaped the development of this strategic plan

- **Nicole Boardman** (Executive Director)
- **Claire Jackson-Stumbras** (Director of Academic Systems)
- **Kate Mazurek** (Fisher Fellow)
- **Katie Hayes Antelo** (Head of Schools)
- **Rachel Hemsey** (Director of Talent)
- **Sarah Beraki** (Director, KIPP Through College)
- **Stephanie Millar** (Director of Student Services)
- **Jamie Cameron** (Principal, KIPP North Star Academy Primary)
- **Sarah Reisdorf** (Teacher, Board Representative)



The team engaged with a wide group of stakeholders to inform the plan



Staff

- 1:1 Interviews with staff members
- 2 Teacher focus groups
- Staff survey

Students & Families

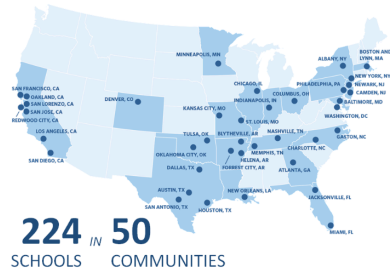
- Interviews with families
- Parent focus group
- Parent survey
- Student focus group

Board, External & Other

- Reviewed ~100 internal documents across the school organization
- 3 convenings with Planning Committee
- Held weekly 1:1 advising calls with Executive Director and members of the planning team



KIPP MN is a part of the larger national KIPP network dedicated to serving students

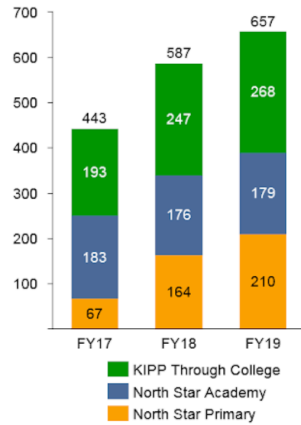


- KIPP schools are united by a common mission, a commitment to **excellence**, and a belief that if we help children **develop the academic and character strengths they need for college and choice filled lives**, they will be able to build a better tomorrow for themselves, for their communities, for us all.
- We also believe that **growth allows us to serve more students more effectively**

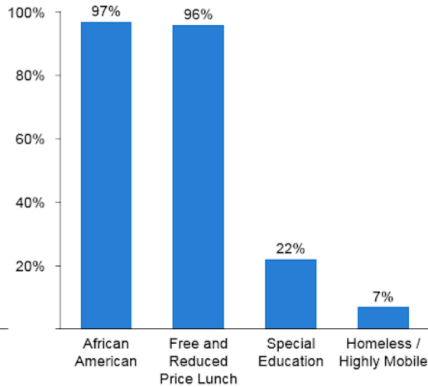


KIPP MN has grown and currently serves 389 students in K-8

Enrollment over time

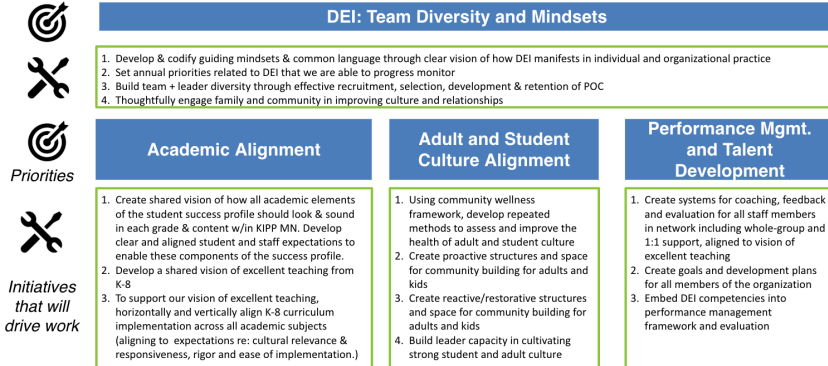


Student demographics



We've identified 4 strategic priorities we'll focus on to achieve these goals

College-ready achievers, socially developed citizens, and empowered agents of change



Each priority and initiative has a set of defined and sequenced action items to guide implementation (1 of 4)

Priority 1: DEI: Team Diversity and Mindsets

	Spring 2019	SY19-20	SY20-21	SY21-22
Develop & codify guiding mindsets & common language through clear vision of DEI manifest in individual and organizational practice	Seek out and hire external consultant to help navigate DEI work w/in KIPP MN			
	Conduct listening tour to understand current state of DEI at KIPP MN / assess team ideas on future vision		Finalize and publicize KIPP MN's DEI vision	
	Create clear vision and guiding mindset for KIPP MN's approach to DEI enshrining common language, iterate and solicit input from team			
Setting annual priorities related to DEI that we are able to progress monitor			Based on vision, set annual priorities and goals related to DEI for the next 3 years	
			Develop system to measure and re-assess progress (e.g., form a standing committee)	
Build team + leader diversity through effective recruitment, selection, development & retention of POC	Develop standardized interview protocols and rubrics for all positions		Seek out partnerships with diverse talent pipelines to increase # of applications from diverse candidates	
			Launch POC mentoring program for current POC staff	
			Examine promotion criteria to ensure bias does not prevent POC from advancing through organization	
Thoughtfully engage family and community in improving culture and relationships	Create plan to engage families and community in developing SSP		Execute plan for engaging families / community in SSP	
			Develop systems to measure assess progress of KIPP MN's involvement of families and community	



Each priority and initiative has a set of defined and sequenced action items to guide implementation (2 of 4)

Priority 2: Academic Alignment

	Spring 2019	SY19-20	SY20-21	SY21-22
Create shared vision of how all academic elements of the student success profile should look & sound in each grade & content w/in KIPP MN. Develop clear and aligned student and staff expectations to enable these components of the success profile.	Create and execute inclusive process for defining SSP and expectations for 8th Grade graduates of KIPP MN			
		Based on 8th Grade end point vision, structure process for different grades to create clear vision and adult/student expectations in all grades and subjects; assess horizontal and vertical alignment of these outputs.		
Develop a shared vision of what excellent teaching looks like K-8.	Arrange to observe KIPP MN's strongest teachers to create a "rubric" for excellent teaching that is clear, actionable, inspiring and grounded in culturally responsive teaching practices.			
		Share draft vision w/ teachers; solicit input		
To support our vision of excellent teaching, horizontally and vertically align K-8 curriculum implementation across all academic subjects (aligning to expectations re: cultural relevancy & responsiveness, rigor and ease of implementation.)	Assess current state of KIPP MN's curricular resources across all grades and subjects in regards to cultural relevancy & responsiveness, rigor and ease of implementation.			
		Develop prioritized plan for improving curricular resources		
		Implement plan for improving curricular resources		



Each priority and initiative has a set of defined and sequenced action items to guide implementation (3 of 4)

Priority 3: Adult and Student Culture Alignment

	Spring 2019	SY19-20	SY20-21	SY21-22
Using community wellness framework, develop repeated methods to assess and improve the health of adult and student culture	Leverage community wellness framework to create "dashboard" of adult and student culture			
		Develop systems to collect data, understand current trends, measure progress, and make improvements over time		
Create proactive structures and space for community building for adults and kids	Assess current systems/structures for character education, SEL, and community building for adults and kids			
		Develop plans for how to augment these systems/structures in pursuit of community wellness framework, consider the CARE4 template		
Create reactive/restorative structures and space for community building for adults and kids	Assess current systems/structures for reactive discipline for adults and kids			
		Develop plans for how to augment these systems/structures in pursuit of community wellness framework (PBIS, Restorative Practices)		Solicit input on plan and execute
Build leader capacity in cultivating strong student and adult culture	Assess current leader capacity in cultivating adult and student culture (Annual Talent Reviews)			
		Create and implement development plan for adults in building skill with adult and student culture, potentially leveraging external PD (70/20/10 Plans)		



Each priority and initiative has a set of defined and sequenced action items to guide implementation (4 of 4)

Priority 4: Performance Management and Talent Development

	Spring 2019	SY19-20	SY20-21	SY21-22
Create systems for coaching, feedback and evaluation for all staff members in network including whole-group and 1:1 support, aligned to vision of excellent teaching	Convene working group focused on coaching, feedback, and evaluation	Develop plan for improving systems for coaching, feedback, and evaluation; solicit input		
	Assess current systems / structures for coaching, feedback, and evaluation, create performance management framework	Develop systems to measure assess progress of KIPP MN's systems for coaching, feedback, and evaluation		
Create goals and development plans for all members of the organization	Design goal-setting and development planning process for all employees including criteria for success and supporting materials (e.g., exemplar templates)	Execute goal setting / development plan creation process		
		Assess progress of initial administration; course correct as necessary		
Embed DEI competencies into performance management framework and evaluation	Drawing from DEI vision, embed DEI concepts into performance management framework			

