

Friendship Academy of the Arts, ISD # 4079-07

2021-22

Annual Report



Minnesota Charter School District #4079

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Authorizer

Pillsbury United Communities
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FRIENDSHIP ACADEMY OF THE ARTS

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In the 2021-22 Friendship Academy of the Arts' (FAA) Annual report, the objective is to show what inspires the determination to take a Journey to Excellence and continue to expect the best and raise the bar for our students, families, staff, and board. It is the hope that insight will be gained as to our drive to achieve greater accountability, increased accomplishment, and a lasting impact to put FAA on the path to sustainable, responsible growth.

Statutory Information Regarding the Charter School Annual Report

124D.10, Subd. 14. includes the following requirementsA 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 implementation, and
- Future plans.

Primary Statutory Purpose

Friendship Academy's statutory purposes as identified in our school's contract with Pillsbury United Communities are as follows: Friendship Academy's primary statutory purpose is to improve all pupil learning and all student achievement. Friendship was very strategic in finding ways to accomplish this primary purpose with a considerable amount of time invested in learning best practices from schools with similar demographics throughout the state and nation to discover the most effective strategies to meet the needs of scholars and families.

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School Information

Address:

Friendship Academy of the Arts
2600 E. 38th St.
Minneapolis, Minnesota 55406
Phone: (612) 879-6703
Fax: (612) 879-6707
Grades Served: K-8

Leadership:

Dr. Charvez Russell, Executive Director
Carr Kpanyor, Associate Director & Primary Site Principal
Verlon Laird-Stevenson, Administrative Director
Justyn Burgess, Intermediate Site Principal
Kerry Kliman, Academic Director
Juan Effiom, Stakeholder Relations Director
Kathleen Kocina, Curriculum, Data, and Assessment Coordinator
Keturah White, Support Staff Lead
Dr. Nell Collier, Operational Support

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2021-22 Theme: Friendship Stronger

FAA Mission

To educate children to be confident, competent and creative citizens.

FAA Vision

Empowering scholars to be lifelong leaders and learners by developing the whole child socially, emotionally, academically and artistically.

FAA Beliefs

Our beliefs about the value of all people:

- *Every person deserves respect.*
- *Each person's intrinsic value is non-negotiable.*
- *Every student possesses the potential to learn.*

Our beliefs about our educational experience:

- *High standards stimulate achievement.*
- *Higher-level thinking and social skills are developed through exploration and self-discovery.*
- *Arts integration enhances the learner intellectually and culturally.*
- *Leadership is a critical life skill that must be intentionally developed.*
- *Family involvement is critical to learning.*

Our beliefs about the impact of our school:

- *Learning is a lifelong process.*
- *Education provides access to unlimited opportunities.*

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Authorizer Information

Pillsbury United Communities- Charter Authorizing Department (CAD)

Our mission is creating choice, change and connection.

Pillsbury United Communities is committed to ensuring all students are prepared and ready for life. As a charter school authorizer, we work to make certain that every young person is in school, engaged and in an environment that believes in their endless potential- no matter their current circumstance.

PUC authorized charter schools align with our mission, vision and values, as well as demonstrate the capacity to be successful with the following student populations:

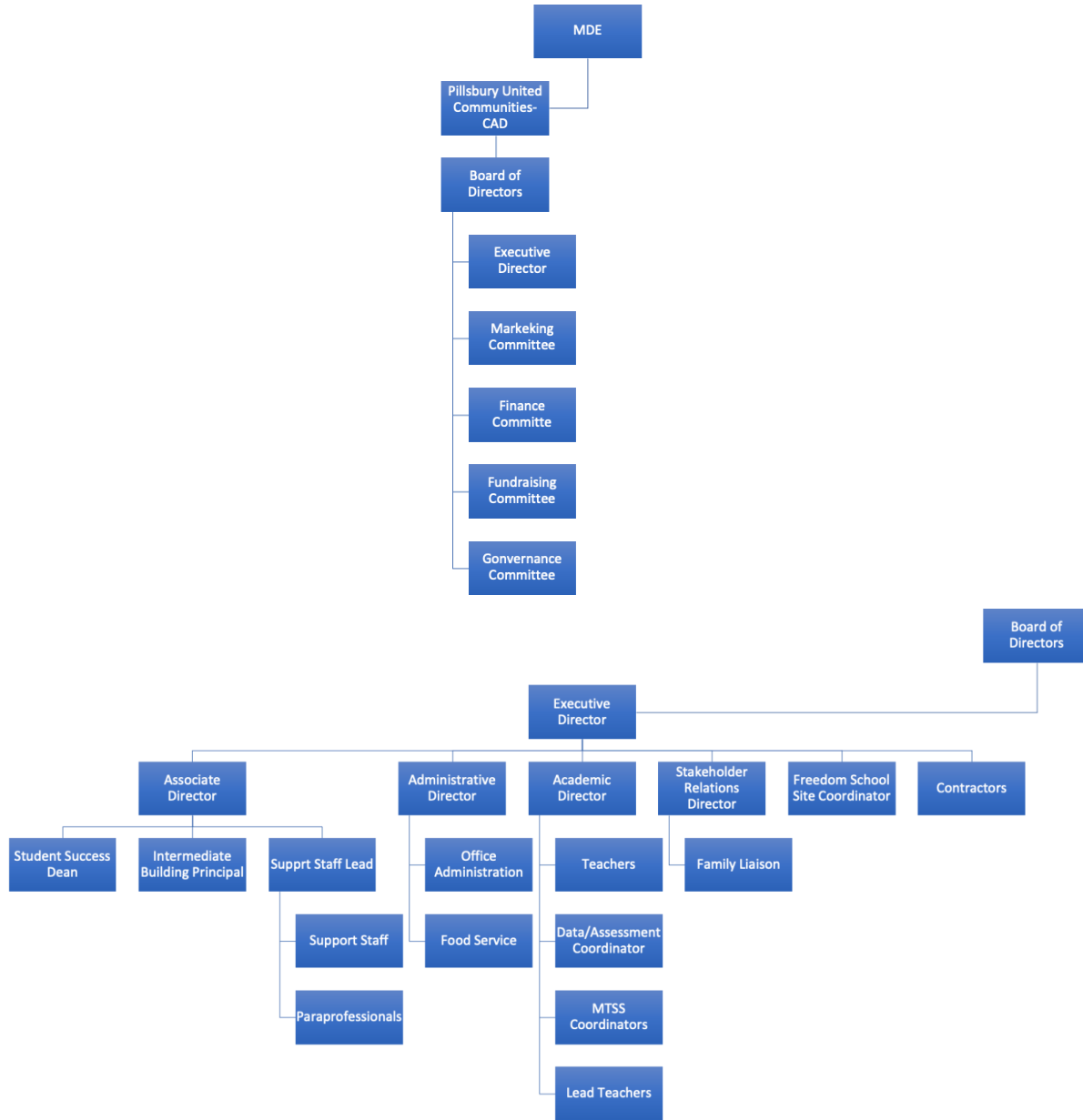
- Students who qualify for free or reduced lunch
- Students whom English is not their first language or their parents first language
- Students who have special needs and/or have a different learning styles
- Students who are significantly behind academically
- Students who are culturally and ethnically diverse
- Students who are disengaged and/or dropped out of school and have re-engaged (high school)

The Office of Public Charter Schools (OPCS) is responsible for providing compliance oversight and monitoring academic achievement, financial, governance, operational strength and performance goals for each of its schools. PUC serves 8,000 students with 70% identified as a community of color, 62% identify as black, and 80% free and reduced lunch students. Friendship Academy's contractual relationship with Pillsbury United Communities began in 2016 with a common belief that focuses, *"To make certain that every young person is in school, engaged and in an environment that believes in their endless potential- no matter their current circumstance."*

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Friendship Academy of the Arts 2021-22 Organizational Chart



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21-22 Theme

Friendship Stronger

21-22 Vision

Friendship Academy of the Arts will be consistent, collaborative, and committed to improve student outcomes through the Friendship Way.

Leadership Team Goals

Meeting Effectiveness

FAA leadership team will conduct consistent, efficient, and effective meetings which are: agenda-driven, needs-based, and data informed.

Shared Commitments

FAA leadership team will effectively collaborate to carefully select commitments to foster student growth, partner with our families, and support team members.

Shared Accountability

FAA leadership team will hold each other and team members accountable in their respective roles to gather, consistently report, and track data to ensure follow through on action steps to effectively implement the 21-22 vision.

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Student Enrollment & Demographics

Enrollment

Student enrollment at Friendship Academy has been one of many great successes. In 2001, Friendship Academy began with an enrollment of 37 students. In 2021-21, enrollment continued to increase as a result of the expansion. The table below shows Friendship’s enrollment trend data.

Grades	2019-20	2020-21	2021-22
Kindergarten	17	39	42
1st Grade	26	29	40
2nd Grade	20	43	36
3rd Grade	27	38	44
4th Grade	16	35	40
5th Grade	25	23	38
6th Grade	18	33	33
7th Grade	19	23	34
8th Grade	N/A	20	24
Total	168	283	331
Total ADM (Average Daily Membership) for year	165.21	283.00	328.02

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Annual Waitlist

	2019-20	2020-21	2021-22
All Students on Waitlist	52	0	0

Demographics & Geographical Reach

Friendship Academy is a public charter school district that serves 331 culturally diverse K-8 students (95% African American, 2% caucasian, 1% hispanic, and 2% two or more races). Eighty percent of students are economically disadvantaged urban students enrolled in the free and reduced lunch program. The students who attend Friendship Academy come from the surrounding communities as indicated in the table below:

City of Residence
Minneapolis
Brooklyn Center
Brooklyn Park
St. Paul
Woodbury
Plymouth
Roseville
Burnsville
Eagan
Apple Valley
New Hope
St. Louis Park
Little Canada

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Columbia Heights
Richfield
North St. Paul
Circle Pines
Crystal
Inver Grove Heights
Edina
Mendota Heights
Coon Rapids
Maple Grove
Oakdale
Champlin
New London
Brainard
Blaine
Sauk Rapids
Fridley
Bloomington

Type	2019-20	2020-21	2021-22
Total Enrollment	168	283	331
Male	79	127	164
Female	89	156	167

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Special Education	16	32	42
F/R Lunch	134	226	265
Homeless	6	6	27
African American	161	270	297
Latino	1	3	4
Asian/PI	0	0	2
American Indian	0	0	0
Caucasian	2	6	8
Two or more races	0	4	20

Student Attendance, Attrition & Mobility

Consistent Attendance

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year. Overall, data provides evidence of consistent performance in student attendance, averaging above 92.7% for 2021-22 compared to 85.3% state wide.

Student Attendance	2019-20	2020-21	2021-22
Overall Attendance Rate	93.57%	92.7%	92.71%

Student Attrition

Friendship Academy maintains high student enrollment, re-enrollment, interest, and demand. Historical data reveals that Friendship has a very low student attrition rate due to the focus on creating an environment where students, staff, and families can nurture their genius. The positive, loving environment Friendship Academy offers with high expectations are attributes parents have identified as reasons they continue to keep their children enrolled in Friendship Academy.

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Percentage of student* who were continuously enrolled between October 1 of 2020-21 school year and October 1 of 2021-22	84%
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Student Mobility

Friendship's mobility index trend data is very consistent for the last four years. Friendship has an exit process in place. The data shows that the main reason for students who transferred out during the school year was relocation, transportation, attending schools closer to the family's home, and family separation.

Percentage of students who were enrolled for 90% or more of the 2021-22	85%
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One School - Two Locations

FAA successfully operated two campuses for grades K-1 (Primary) 2nd-8th (Intermediate) providing the opportunity to serve more families. The new campus is named the Intermediate campus located at 3320 E. 41st St., 5 blocks away from the original location located at 2600 E. 38th St. in Minneapolis.



OUR MISSION
To educate children to be confident, competent and creative citizens.

FRIENDSHIP ACADEMY OF THE ARTS
TWO LOCATIONS, ONE SCHOOL



OUR VISION
Empowering scholars to be lifelong leaders and learners by developing the whole child socially, emotionally, academically and artistically.



[Primary Campus Virtual Tour](#)

[Intermediate Campus Virtual Tour](#)

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Innovative Practices and Implementation



Friendship Academy of the Arts continued to implement its Whole Child Model as a way to focus on the academic, social, emotional, and artistic needs of each scholar.

In the Spring of 2021, in partnership with Great MN Schools and Bellwether Education Consultants, the leadership team developed a new strategic plan named the School Success Plan. This plan provides direction and metrics to guide FAA through the year 2024. The 2021-22 school year was year 1 of implementation and the results were recorded on the outcome dashboard for the leadership team, board, and stakeholders to view progress.

FAA created a student success profile that defines an ideal graduate of its school. We strive to develop students who are:

- **Innovative Scholars & Inclusive Leaders who will become Community Builders**

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To achieve our vision, we created a student success profile and metrics that define an ideal graduate from FAA



While there are opportunities to improve academic achievement and growth, we have built a team of committed and mission aligned staff, utilize rigorous curriculum, and partner with parents; We will build on these strengths to address our areas of improvement. Over the next 3 years, we have set ambitious goals to significantly increase math and reading achievement to outperform both the local district and state, as well as critical goals for improving leadership systems, staff development, and staff retention. To achieve these goals, we have identified a focused set of strategic priorities:

- Build Effective High Performing Leadership Team
- Refine Staff Development to Strengthen Culture & Accelerate Academic Outcomes
- Retain Staff and Strengthen Morale

By successfully implementing this plan, FAA will ensure that 70% of students will be proficient on the MCA and 70% of students will meet expected growth targets on NWEA MAP.

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[School Success Plan](#)

[Student Success Plan Video](#)

[Implementation Plan](#)

[FAA Outcomes Dashboard](#)

Cycles of Improvement

Annually the leadership team meets to reflect on all of the key data points collected during the year, including reports from the Student Success Coach and The Friendship Way Teams, classroom observations, student-assessment results, and survey results from staff, students and parents/guardians. This information is analyzed to determine key strengths and opportunities, which are prioritized based on the factors that have the greatest impact on student achievement and the school's culture. In collaboration with The Friendship Way teams, the Leadership Team identifies the top goals for the following year and a plan to achieve them, using the SMART goals process; this information is presented to the Board for approval. The Leadership Team monitors progress monthly to determine if any modifications are needed to achieve the goals. Additionally, the leader team meets to monitor progress of their pillars and to make recommendations when changes are needed.

Marketing

Raising community awareness of FAA and its many successes is a key objective of FAA's marketing plan. This will facilitate student recruitment as the school grows and expands. The current marketing plan was updated the summer of 2017 by a committee composed of a Board member, the executive director, the marketing and recruitment administrative support and the teacher mentor/instructional coach. The marketing and recruitment administrative support has overall responsibility for implementing the plan and she solicits help from others as the need arises. It is critical to monitor and adjust the marketing and student recruitment plan annually, with particular attention on quantifying what strategies are most effective for attracting new students to the school.

FAA has a 12-month promotional and student-recruitment strategy. In addition to recruiting students, FAA is aiming to achieve high public awareness so as the school grows and expands it will be easier to fill seats. The specific goal for recruitment each year is to fill the number of seats available and have a long-enough waiting list to fill seats as they become available.

A multimedia campaign is planned to disseminate information, through the use of social media, press releases and feature stories for local newspapers and broadcast outlets, the school newspaper and external banners. New brochures are being designed, and every effort will be made to connect with key contacts to place materials in highly visible places in churches, community centers, pre-kindergarten facilities, parks and recreation centers, health clinics, apartment buildings, beauty salons and barbershops.

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Following are the key monthly areas of focus for the marketing and recruitment plan:

- January/February: Kindergarten Roundup
- March: Retention and re-enrollment
- April /May: Open enrollment for all grades – an open house will be conducted weekly, and members of the FAA community will attend resource fairs as well as increase distribution of promotional materials
- June, July and August: Recruitment and awareness – in addition to other approaches, members of the FAA community will attend festivals and fairs prevalent in the summer
- September: Recruitment and awareness
- October/November/December: Awareness

Recruitment and Retention Monitoring Plan

The leadership team will use two monitoring tools: one for new students (recruiting) and one for existing students. Together, this will provide the leadership team with a clear and updated view of future enrollment at any moment.

Recruitment Tracker with Schoolmint

The recruitment tracker includes the name of every potential new student (all grades) who may enroll at FAA. The tracker will identify key information including:

- Student/family contact information
- What grade they will be in next year
- How they learned about FAA or expressed interest in the school
- What recruitment event(s) they have attended
- What personal contacts (email, calls, home visits, texts) have been made to the family
- Whether they received an application packet
- Whether they completed the application packet
- What our internal assessment is of their likelihood to enroll:
 - High (application packet completed; strong personal indication they will attend FAA)
 - Likely (received application packet; strong personal indication they will attend FAA)
 - Maybe (some interest but may be considering other schools or haven't yet received an application packet)
 - Low (little response to recruitment strategies, may see other schools as their better choice right now)
 - Unlikely (no response to personal contacts, no demonstrated interest in recruitment strategies)

Enrollment Tracker with Schoolmint

The enrollment tracker includes the name of every existing student (all grades) who attends FAA. The tracker will identify key retention information including:

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- Student/family contact information
- What grade they are currently in; what grade they will be in the following year
- What, if any, concerns there are in their continued attendance at the school
- What our internal assessment is of their likelihood to remain enrolled next year:
 - High (every indication shows they will stay at FAA; no reason to think they will leave)
 - Medium (there are some indications they may leave, follow up may be required to address their concerns)
 - Low (there are strong indications they may leave, they are actively looking at another school or relocating geographically)
 - Not returning (they have indicated they will not be returning to FAA next year)

Print and Digital Marketing

FAA had an aggressive goal of enrolling 150 students in order to reach recruitment goals. This caused the marketing team to look for a wide range of options to reach the maximum number of people within the geographic area able to be transported to and from school. The platforms listed below reached over 100,000 people within the Minneapolis/St. Paul Twin City metro area;

Facebook - Instagram - LinkedIn - Twitter - Youtube - Southside Pride Newspaper - KMOJ radio - MPR radio - Comcast cable commercial - day care relationships - local event canvassing - individual mailings

Stakeholder Relations

Friendship Academy involves the community in its educational programs. We believe that it takes everyone to make our organization the best learning environment possible for our students. Our robust professional development and educational programs could not have been made possible without contributions from our business partnerships. We worked on maintaining relationships with our current funders and researching more potential funders that we could reach out to in the future. We maintained current relationships mainly through communication and have gathered all of our information on current and potential funders and advocates into charts and spreadsheets.

Our students were able to participate in the Cheatham Ave. renaming event with the Mpls. Fire fighters. Cheatham Ave. was formally known as Dight Ave. which is the street our Intermediate campus is located on. John Cheatham was the first African American fire captain in Minneapolis and has direct descendants who attend the school.

<https://www.minneapolismn.gov/news/2022/march/street-renamed-cheatham-avenue-to-honor-john-cheatham/>

<https://youtu.be/stvZ5RyGs9o>

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In partnership with Summit Academy OIC, Best Buy, Spark-Y, Harvest Prep and other community organizations our scholars were given the opportunity to experience “The Beast.” This is a STEM bus that has various STEM based activities where every class had the opportunity to experience over the course of 2 weeks.

Below is a list of activities that were intended to engage stakeholders:

Daddy’s and Doughnuts

Mommies and Muffins

Staff vs. Students basketball game

Middle school staff and students round table discussion

Orchestra Hall Performance

Field Day in Partnership with Roosevelt High School

Freedom Pop-Up Shop

Talent Show

Wax Museum

Monthly Parent University

“I Am” Rally

Apple orchard in Woodbury, Minnesota

SeaWorld at the Mall of America

Science Museum of Minnesota

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Below is a list of 2021-22 community partners:

Partnership Entity	Purpose	Type of Support
Great MN Schools	Strategic Planning	Grant/Technical Support
Greater Friendship MBC	Annual Uniform/School Supply Drive	Donations
Charter School Growth Fund	Expansion Support	Grant
Ceresi Foundation for Children	General Operating support	Grant
Dollar General Foundation	Literacy Grant	Grant
Whole Kids Foundation	Community Garden Grant	Grant
Minnesota Association of Charter Schools	Policy/Legislative Issues	Membership
Reading Corp	Reading Intervention	Reading Corp Member
Youthprise	Healthy Snacks	Sponsorship
Children Defense Fund	Freedom School	Grant
Black Data Processors and Associates	Enrichment Classes	Partnership
Inverted Arts	Enrichment Classes	Partnership
T. Will Sports	Physical Education Classes	Partnership
Spark-Y (Youth)	STEM Enrichment Classes	Partnership
Summit Academy OIC	STEM Education	Partnership

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Heart of Dance	Ballroom Dancing (5th and 8th grades)	Partnership
Heart and Soul Drumming Academy	African Drumming and Dance Enrichment	Partnership
Margaret Williams	Music Enrichment Class	Contractor
By Word of Mouth, Inc	SPED Speech Therapy	SPED Contractor
On the Move Therapy	SPED Occupational Therapy	SPED Contractor
Paige Psychological Consulting, LLC	SPED Psychology Services	SPED Contractor
Designs for Learning	Finance and SPED Support	Contractor
Right Response, LLC	Social Work Services	Contractor
Family Alternatives, LLC	Social Work Services	Partnership
Doorstep Foundation	Boys and Girls Groups	Partnership
Youth and Family Mentoring Services	Parent University	Contactoer

Out of School Programming

Through the support of a 21st Century Federal Grant and in partnership with Children Defense Fund-MN (CDF-MN), FAA was able to provide before and after school programming through Freedom Schools.

The *CDF Freedom Schools* program enhances children’s motivation to read and makes them feel good about learning. At the same time, the program connects families to the right resources in their communities. Freedom School students engage in a research-based, multicultural Integrated Reading Curriculum that supports them and their families through **five essential components**:

1. High quality academic enrichment
2. Parent and family development
3. Civic engagement and social action

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4. Intergenerational servant leadership development
5. Nutrition, health and mental health

The five essential components align with the mission, vision, beliefs, and goals for 2021-22. The before and after school program had the opportunity to serve 120 scholars while the summer programming served 100 scholars in partnership with Friendship Community Services' Summer sports program.

During FAA's AM programming the following enrichment activities were offered:

Freedom School Literacy Curriculum

Music

Art

Step Dance

STEM

Spoken Word

African Drumming and Dance

Spanish

Coding

Theater

Boss Club Entrepreneurship

Line Dance

Music Production

Song writing

Ballroom Dance

Study Hall

Staffing

FAA believes that "learning is a lifelong process" and continuous development needs to take place at every level of the organization. Our philosophy is to always put the best teachers in front of our students. In 2021-22, in partnership with Ed Fuel consultants, the leadership team was able to implement a talent calendar that helped to recognize talent needs and develop strategies to retain top quality talent.

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[FAA Talented Calendar](#)

Overall Retention Data

ADM	Average Daily Membership for entire year	328
ADA %	Average Daily Attendance percentage for entire year	93%
Student Count	October 1 Enrollment	320
Consistent Attendance	% students attending 90% or more of the time	92%
Student Turnover	#student entering the school between the first and last days of the year	328
Student Turnover	#student leaving the school between the first and last days of the year	20
Student Retention	% of student as of Oct 1 who were also in the school the previous Oct 1	77%
Teacher Retention	Fall to fall teacher retention rate (based on Oct 1 staffing)	71%
Teachers of Color Retention	Fall to fall teacher retention rate (based on Oct 1 staffing)	89%
Staff Retention	Fall to fall staff retention rate (based on Oct 1 staffing)	58%
Leader Retention	Fall to fall leader retention rate (based on Oct 1 staffing)	90%

Staff Insight Survey Data

FAA partnered with TNTP, an education nonprofit, to collect feedback from staff through the Insight survey. Through Insight, the opportunity was given to share your thoughts on the leadership practices and conditions at FAA that support strong instruction. Staff voice is critical in helping leaders better understand what is working well and what can be improved at your school. Below are the fall Insight results that were used to create action plans for the remainder of the school year. Follow up data was not able to be obtained.

[Fall Insight Survey Results](#)

Professional Development

Friendship Academy provides staff opportunities for professional development in the summer and weekly throughout the calendar school year. These professional learning communities are teacher led by the academic director and designated PLC lead teachers in its good faith effort to continuously improve instruction for advancing student achievement.

Teachers received initial and ongoing professional development in the following areas:

- Curricular alignment with the MN state standards
- Data-driven decision making process and data coaching
- SIOP instructional strategies

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- Classroom management and engagement
- Measurement and assessment
- Differentiated instruction
- Technology Integration
- Leader In Me Professional Development
- CPR/First Aid
- Achievement Network (ANet) Instructional Support

Friendship Academy, a quality compensation (Q Comp) school, has in place a teacher evaluation system that incorporates ongoing administrative evaluation, peer observation, and student data to guide and motivate teachers to increase effectiveness in the classroom. Teachers receive job-embedded professional development by participating in Professional Learning Communities (PLC) on a weekly basis, receiving mandatory clock hours for licensure renewal.

Teachers are observed a minimum of three times per year, a PLC lead teacher, and/or a mentor/coach that includes a pre- and post- observation conference, providing critical feedback to improve instruction. Teachers receive timely-data analysis and data coaching sessions on student achievement, at least three times a year. This is beneficial in advancing a teacher's instruction, knowledge of their student's abilities, and provides for any targeted individualized coaching and learning to help ensure that every student will be successful through monitoring, targeted interventions, and differentiated individualized instruction.

Implementation of best practices for improving instruction, curriculum, technology, and collaboration are revised annually, focusing on increasing student achievement, upgrading curriculum and developing effective programming. Teachers identify learning targets for every class setting, and address the needs of all students, align learning targets with common summative and formative assessments. All teachers and paraprofessionals work to identify and develop course objectives, and utilize effective instructional strategies. They assist with organizing curriculum for intentional language development and also provide instructional coaching and feedback to assist teachers in successfully facilitating student progress and success.

All of Friendship staff are trained annually and provided job embedded staff development throughout the year to ensure that everyone is using the approaches and innovative practices with fidelity. Our system is established to promote high teacher efficiency to maximize student growth and sustained high performance.

Data Driven

Assessing and evaluating each student's progress toward meeting state and local academic goals includes Friendship staff evaluating student progress toward college and career readiness standards by adhering to state and national standards and assessments for individual students including those in sub-group categories. District measures of success include exceeding state standards in the areas of math and reading. Data from student assessments is reviewed regularly by staff members to monitor

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student progress, and to measure instructional effectiveness. Also, data from the child find and Response to Intervention (RtI) teams help to determine student program placement.

Academic Performance: Goals & Results

FAA is committed to nurturing the genius of all of its scholars and endowing each of them with a high quality education. Across grade levels, FAA teachers provide rigorous, standards-based instruction and use research-based strategies to help develop the whole child—academically, socially, emotionally and artistically. Throughout the school, teachers use common methods and consistent language. Lessons are data-driven, and the school is striving to create individualized learning plans for each student. FAA uses Positive Behavioral Interventions and Supports (PBIS) and restorative practices to clarify classroom expectations for everyone in the school community. To provide the best instruction possible, FAA collaborates with educational experts to integrate best practices into the curriculum. At FAA, parents/guardians are essential partners in their child/ren’s education, and the school extends significant outreach efforts to develop this partnership.

Academic Leadership Development

Ed Fuel Executive Coaching

Bellwether Education Consultants

Achievement Network Instructional Leadership

Relay National Principal Fellowship

Relay Instructional Leadership Training

University of Minnesota Principals Academy

Academic Partnerships

Achievement Network (Anet) (3rd-6th)

Groves Academy (K-2nd)

[Groves Academy End of Year Report](#)

Reading Corp Member

[Primary Reading Corp Year-End Site Report](#)

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[Intermediate Reading Corp Year-end Site Report](#)

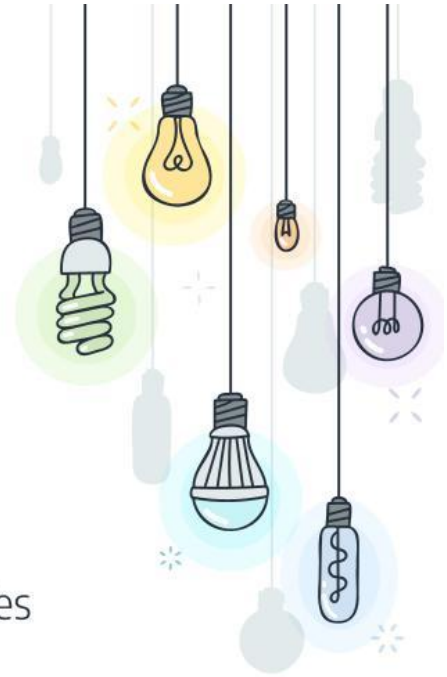
Children Defense Fund/Freedom School



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✧ PROCESS AND REFLECTION

- ✧ Gathered and discussed informal observations, notice, and wonders encompassing the year
- ✧ Set goals during Bellwether
- ✧ Reviewed data points
- ✧ Engaged in a reflection with our A-Net consultant to recognize bias and inequities
- ✧



Data

Current MCA Data (SY 20-21)	MCA Goals SY 21-22
Reading: 28% (Goal 35%) Math: 12% (Goal 35%)	Reading: 42% (14% growth) Math: 42% (30% growth)

Current NWEA Data	NWEA Goals SY 21-22:
% of students meeting growth targets in reading: % of students meeting growth targets in math:	60% of students meeting growth targets in reading 60% of students meeting growth targets in math



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HOW WE DEVELOPED OUR 21-22 PLAN:

* PROFESSIONAL LEARNING AND EXPECTATIONS

- ✦ Bi-weekly PLC meetings on Monday mornings
- ✦ Bi-weekly data-driven instruction (DDI) meetings on Monday mornings
- ✦ Weekly 1-1 teacher check-ins, held individually with each teacher.



MCA DATA SY20-21 AND SY21-22

MCA Data SY 20-21	MCA Goals SY 21-22	MCA Data SY 21-22
Reading: 28% (Goal 35%) Math: 12% (Goal 35%)	Reading: 42% (14% growth) Math: 42% (30% growth)	Reading: 12% Math: 8%

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Fall MCA Projections SY 21-21	Winter MCA Projections SY 21-22	Actual MCA Data SY 21-22
Reading: <ul style="list-style-type: none"> • 70% Does Not Meet • 16% Partial • 12% Meets • 2% Exceeds 	Reading: <ul style="list-style-type: none"> • 75% Does Not Meet • 13% Partial • 10% Meets • 2% Exceeds 	Reading: <ul style="list-style-type: none"> • 71% Does Not Meet • 17% Partial • 9% Meets • 3% Exceeds
Math: <ul style="list-style-type: none"> • 72% Does Not Meet • 19% Partial • 8% Meets • 1% Exceeds 	Math: <ul style="list-style-type: none"> • 78% Does Not Meet • 13% Partial • 8% Meets • 1% Exceeds 	Math: <ul style="list-style-type: none"> • 77% Does Not Meet • 15% Partial • 6% Meets • 2% Exceeds

MCAS: Projections and Preliminary Results

*Worth noting: 50% of our current students enrolled in the last two years

NWEA GROWTH SY20-21 AND SY21-22

Percent of Students Meeting Growth Targets		
NWEA Data SY 20-21	NWEA Goals* SY 21-22:	NWEA Data SY 21-22:
<ul style="list-style-type: none"> • Reading: 40% • Math: 33% 	<ul style="list-style-type: none"> • Reading: 60% • Math: 60% 	<ul style="list-style-type: none"> • Reading: 37% • Math: 44%

*Goals according to [Strategic Plan](#).

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SPRING TESTING TRENDS

68 students in K-1 grew from Fall to Spring on math, reading, or both. (That is 100% of students that tested in both Fall and Spring!)

115 students in grades 2-5 grew from Fall to Spring on math, reading, or both. (79%!)
+ 28 second graders
+ 35 third graders
+ 30 fourth graders
+ 22 fifth graders

58 middle school students grew from Fall to Spring on math, reading, or both (68%).
10 students made a 10 or more point gain on their science test!

TO SUM IT UP...

- + MCAs showed decreased proficiency across grade levels this year.
 - + Since SY20-21, FAA added nearly half of our current student population. We know that students who were new to us started lower than returning students.
 - + Returning students were still dealing with unfinished learning caused by pandemic-related disruptions.
- + But, NWEA captured a greater snapshot of student learning.
 - + Teaser for SY22-23: A greater focus on closing UL gaps!

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Primary Academics

The students at Primary Site made significant gains academically. As measured by Aimsweb Plus, 79% of Kindergarten students were at or above grade level in Letter naming fluency. Letter Naming Fluency is the ability of a student to recognize letters both uppercase and lowercase in one minute. Eighty-five percent (85%) of Kindergarten students were at or above the level in Letter Word Fluency. This assessment assesses students on letter sound and rapid maining. From Fall 2021 to Spring 2022, the percentage of First graders at Primary reading fluently at or above grade level as measured by Aimsweb plus grew from 29% to 54%.

Intermediate Campus Student Culture

The Intermediate site ended the year with approximately 350 student referrals. Top categories include class disruption, technology violation and work defiance/insubordination. The Intermediate campus had approximately 75 out-of-school suspensions. This number dropped significantly once the SSR room was implemented and students had the ability to stay in school. Our continued focus on restorative circles have drastically improved our students behavioral challenges and assisted in building a positive and safe school community.

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Accountability Measurements

Charter Contract Goals Reporting

ACADEMIC and NON ACADEMIC GOALS	REPORTED PROGRESS	NOTES
<p>Goal 1- Friendship Academy of the Arts students, meeting the Oct 1 enrollment requirement, will increase math proficiency an average of 1% as measured by the state MN Comprehensive Assessment series, using 2016 MCA data as the baseline, by the end of this contract term, June 30, 2021.</p>	<p><input type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p><input checked="" type="checkbox"/> Goal currently not met</p>	<p>8% of students demonstrated proficiency compared to 13.5% the prior year.</p>
<p>Goal 2- Friendship Academy of the Arts students, meeting the Oct 1 enrollment requirement, will increase reading proficiency an average of 1% as measured by the state MN Comprehensive Assessment series, using 2016 MCA data as the baseline, by the end of this contract term, June 30, 2021.</p>	<p><input type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p><input checked="" type="checkbox"/> Goal currently not met</p>	<p>12.3% of students demonstrated proficiency in reading as compared to 29.9% in the prior year.</p>

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<p>Goal 3- Friendship Academy of the Arts will continue to be designated as a Reward school for 3 out of the 5 years of the contract.</p>	<p><input type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p><input type="checkbox"/> Goal currently not met</p>	<p>N/A – no designation for the 2019-20 school year due to Every Student Succeeds Act (ESSA) implementation.</p>
<p>Goal 4- Friendship Academy of the Arts will provide all students with opportunity for arts enrichment by funding projects that create arts expression and experiences.</p>	<p><input checked="" type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p><input type="checkbox"/> Goal currently not met</p>	<p>List of arts enrichment offerings: Spanish, STEAM, Line Dance Girls and Boys Groups, Theater, Visual Art, Performing Art, African Drumming and Dance, Choir, Step, Music, Girls on the Run, Ballroom Dance.</p>
<p>Goal 5- Friendship Academy of the Arts students will host a quarterly event that allows them to showcase their understanding of the arts and academic excellence.</p>	<p><input checked="" type="checkbox"/> Goal met</p> <p><input type="checkbox"/> Goal partially met</p> <p><input type="checkbox"/> Goal currently not met</p>	<p>There were 3 end of trimester performances and Leadership Days which provided students the opportunity to showcase their enrichment learnings for the student body, families, and community.</p>
<p>Goal 6- Each year of the contract at least 50% of Friendship Academy of</p>	<p><input type="checkbox"/> Goal met</p>	<p>37% of students in grades K-8th met their projected growth targets in reading.</p>

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<p>the Arts students who are continuously enrolled from October 1 will meet or exceed NWEA Growth Targets on the Measures of Academic Progress (MAP) test in reading utilizing the Spring to Spring RiT scores and growth targets.</p>	<p><input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met</p>	
<p>Goal 7- Each year of the contract at least 50% of Friendship Academy of the Arts students who are continuously enrolled from October 1 will meet or exceed NWEA Growth Targets on the Measures of Academic Progress (MAP) test in mathematics utilizing the Spring to Spring RiT scores and growth targets.</p>	<p><input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met</p>	<p>44% of students in grades K-8th met their projected growth targets in math.</p>
<p>Goal 8- Friendship Academy of the Arts students will have 95% attendance each year of the contract as measured on the MARSS state data reporting system.</p>	<p><input type="checkbox"/> Goal met <input checked="" type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p>	<p>FAA had a 93.7% attendance rate in 2021022.</p>

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<p>Friendship Academy of the Arts will set up an intervention team to work with parents to ensure student attendance.</p>		
<p>Goal 9- Each year of the contract, Friendship Academy of the Arts will evaluate all teachers assuring that all teachers have at least three formal classroom observations during the course of the school year and be provided coaching when necessary.</p>	<p><input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p>	<p>All teachers received 3 formal observations during the 2021-22 school year.</p>
<p>Goal 10- Each year of the contract, Friendship Academy of the Arts will provide its staff with additional cultural sensitivity training on an annual basis to assure that staff is familiar with the community of the students of which they serve.</p>	<p><input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p>	<p>Staff was trained in Restorative Practices at the beginning of the school year and reinforced throughout the year.</p>
<p>Goals 11- Each year of the contract, at least 80% of Friendship Academy of the Arts students, families and staff will indicate a “satisfied” rating or above on a school survey</p>	<p>Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met</p>	<p>Family sample survey size not adequate for results.</p>

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<p>administered annually in the spring in regards to both the educational program and the school climate and culture.</p>		
<p>Goal 12- At least 30% of Friendship Academy of the Arts parents will volunteer in the school or at school functions during each year of the contract; and a minimum of 50% will attend at least one parent-teacher meeting each year. School Administration will track and record the percentage of parent volunteers who work in the classrooms and/or who attend school functions and parent teacher meetings during the year.</p>	<p><input type="checkbox"/> Goal met Goal partially met <input type="checkbox"/> Goal currently not met</p>	<p>N/A - due to safety protocols parents and volunteers were not allowed to participate in the building in 2021-22</p>
<p>Goal 13- Friendship Academy of the Arts administrators and teaching staff will hold a quarterly family meeting to address any concerns, as well as offer strategies to support student learning in the areas of math, reading and science at home.</p>	<p><input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p>	<p>Monthly family involvement meetings were held to give parents the opportunities to address any concerns, as well as offer strategies to support student learning.</p>
<p>Goal 14- At the end of each fiscal year during the</p>	<p><input checked="" type="checkbox"/> Goal met</p>	<p>At the end of FY22 Friendship Academy at a fund balance of</p>

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contract term, Friendship Academy of the Arts will maintain a 7% fund balance.	<input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met	20%.
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Performance Framework Data

School: Friendship Academy of the Arts

Resident District: Minneapolis Public Schools

School Year: 2021-22

Localized Assessment Tool: NWEA

Meaningful Subpopulations (Any demographic, any combination of demographic and special population): Free and Reduced Lunch and African American

Education Equity, 21st Century Literacy					
Achievement					
Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Progress-Math	MCA	% of students with achievement level maintained or improved compared to resident district/state	26.9	44.5	60
Overall State Assessment Progress-Reading	MCA	% of students with achievement level maintained or improved compared to resident district/state	25.4	55.1	63.2
Subpopulation 1: MCA Growth-Math – Free and Reduced Lunch	MCA	% of students with achievement level maintained or improved compared to resident district/state	28.3	20.1	41.4
Subpopulation 1: MCA Growth-	MCA	% of students with achievement level	22.9	33.6	49

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Reading – Free and Reduced Lunch		maintained or improved compared to resident district/state			
Subpopulation 2: MCA Growth-Math – African American	MCA	% of students with achievement level maintained or improved compared to resident district/state	24.1	17	37.8
Subpopulation 2: MCA Growth-Reading – African American	MCA	% of students with achievement level maintained or improved compared to resident district/state	22.7	32.4	48.4
Overall Nationally Normed Localized Assessment Growth-Math	School Choice-NWEA/FAST	% of students meeting growth targets	44		
Overall Nationally Normed Localized Assessment Growth-Reading	School Choice-NWEA/FAST	% of students meeting growth targets	37		
Subpopulation 1: Nationally Normed Localized Assessment Growth- Math – Free and Reduced Lunch	School Choice-NWEA/FAST	% of students meeting growth targets	44		
Subpopulation 1: Nationally Normed Localized Assessment Growth- Reading – Free and Reduced Lunch	School Choice-NWEA/FAST	% of students meeting growth targets	37		
Subpopulation 2: Nationally Normed Localized Assessment Growth- Math – African American	<i>School Choice-NWEA/FAST</i>	<i>% of students meeting growth targets</i>	38		
Subpopulation 2: Nationally Normed Localized Assessment Growth- Reading – African American	<i>School Choice-NWEA/FAST</i>	<i>% of students meeting growth targets</i>	33		

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Preparation					
Measure	Data Source	Metric	School Rate	Resident District Rate	State Rate
Overall State Assessment Proficiency (Met or Exceeded)- Math	MCA	Rate compared to resident district/state	7.6	34.6	45.5
Overall State Assessment Proficiency (Met or Exceeded)- Reading	MCA	Rate compared to resident district/state	12.3	44	51.7
Subpopulation 1- State Assessment Proficiency (Met or Exceeded)- Math – Free and Reduced Lunch	MCA	Rate compared to resident district/state	6.5	10.8	23.8
Subpopulation 1 -State Assessment Proficiency (Met or Exceeded)- Reading – Free and Reduced Lunch	MCA	Rate compared to resident district/state	10.2	19	32
Subpopulation 2- State Assessment Proficiency (Met or Exceeded)- Math - <i>African American Students</i>	MCA	Rate compared to resident district/state	5.7	10	20.5
Subpopulation 2- State Assessment Proficiency (Met or Exceeded)- Reading - <i>African American Students</i>	MCA	Rate compared to resident district/state	10.8	17.9	31.2
Overall State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state	N/A		
Subpopulation 1- State English Language Learner Progress Toward Target	ACCESS	Rate compared to resident district/state	N/A		
<i>Other meaningful subpopulations</i>	ACCESS	Rate compared to resident			

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		district/state			
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Covid-19 Test to Stay

After experiencing disruptions during the 1st and 2nd trimesters, FAA adopted a test to stay strategy that was effective through the end of the year. Below are the guidelines that were used:

- No quarantine for close contact events if wearing a mask - vaccinated or not vaccinated
- No quarantine for close contact events if vaccinated
- 10-day quarantine for individuals who are not vaccinated and are not wearing a mask when they have a close contact event with someone who tested positive for COVID-19.
- It is recommended to stay home for at least 10 days after the onset of symptoms or until the fever is gone for 24 hours without using medicine.
- If an individual develops symptoms or tests positive, then everyone (including siblings) who lives with the individual is recommended to stay home for at least 14 days, with day one beginning on the first day the positive person can be separated from the rest of the family.
- students and/or staff with confirmed cases of COVID-19 to quarantine or isolate for 10 days from the positive test date if asymptomatic, or from the day of first symptom. Members of the same household that are close contacts and are unvaccinated or not had a positive test more than 2 weeks ago but less than 90 days will be quarantined for 10 days.

People who test positive for COVID-19 should stay home until all three of these things are true:

- Their symptoms have improved; and
- It has been 10 days since symptoms first began or they tested positive; and,
- They have had no fever for at least 24 hours, without using fever reducing medications.
- Provides rapid testing kits to families upon request

Governance & Management

Friendship’s board demonstrated the capacity to effectively govern a successful charter school. Friendship Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to school board composition and training, and

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the board demonstrate the capacity to govern an effective charter school, with the following elements fully developed and functioning effectively:

- Composition, skills and experience
- Elections
- Background checks
- Training
- Onboarding

Friendship’s board engaged in appropriate decision-making and oversight through effective and transparent board meetings. Friendship Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to board decision-making and oversight, with the following elements fully developed and functioning effectively:

- Conducting meetings
- Meeting documentation
- MN Open Meeting Law
- Policy development, implementation and review
- Establishing clear performance expectations for the school that align to the charter contract
- School performance evaluation (academic, financial, operation, environmental education)
- Key organizational documents and decisions

The Board of Directors of Friendship Academy consists of seven members. Skills and expertise of Board members include: accounting, consulting, corporate management, non-profit management and training, public school teaching, college counseling, and youth advocacy. All seven Board positions were up for election this year. Board members recognize the need for leadership continuity and are considering Board policies that would provide for staggered terms over at least two years. Board leaders are seeking additional members with marketing and fundraising expertise.

Friendship Academy’s meeting minutes provide clear and concise evidence of the Board’s engagement in appropriate decision-making, that includes providing leadership, setting policies, and developing accountability practices that will ensure high student achievement, reviewing performance data and budgets, contracts, annual reports, financial audit, and leases. Friendship Academy’s monthly agenda contains director reports from the Executive Director and committees.

A comprehensive Board binder is given to each Board member. Agendas, minutes, board packets, bylaws and policies are kept in the front office and posted on the school’s website.

Name	Board Position	Group Represented
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Anansia Joseph	Board Chair	Community
Wendy Hines	Board Treasurer	Community
Brenda Hill	Marketing Committee Chair	Community
Maya Brown	Fundraising Committee Chair	Parent
Tiffini Forslund	Board Member	Teacher
Jules Porter	Governance Committee Co-Chair	Community
Akuorkor Ablorh	Secretary	Teacher

Finances

FAA will submit audited financial information to Pillsbury United Communities and the Minnesota Department of Education on or before December 31, 2022. It will be publically available at

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www.friendshipacademy.org.

To address questions regarding school finances, financial reports of 2021-22, and/or an organizational budget for 2019-20, please contact:

Friendship Academy of the Arts Charter School
District #4079
2600 E. 38th St.
Minneapolis, MN 55445
Office: (612) 879-6703

Friendship Academy's financial performance of 2021-22 provided the school with remarkable opportunities to further expand their academic programs. Friendship's outlook for 2022-23 continues to be positive, as the school looks forward to future growth in enrollment, and approaches to future opportunities that provide the best quality education possible for students.

Below is a preliminary look on June 30th 2022 Financials.

[June 30, 2022 Preliminary Financials](#)