



Secondary Charter School
District 4087

World's Best Workforce Report and Annual Report on Curriculum, Instruction and Student Achievement.

SAGE Academy Charter Information

SAGE Academy is a Minnesota charter school authorized by Novation Education Opportunities. SAGE Academy opened its doors to students in 2002 and completed its 16th year in June 2018. With a educational model of Project Based Learning, SAGE serves students in grades nine through twelve. The mission of the SAGE Academy is: *SAGE Academy seeks to develop a community of reflective lifelong learners while actively promoting compassion and understanding in a diverse world.*

With all learning connected to its mission, SAGE Academy's curriculum is designed around the former Minnesota Profiles of Learning and SAGE continues to focus its instruction on MDE required standards as the central framework for content and educational delivery. Licensed staff serve as advisors for student project development, assisting them in incorporating standard based content into their projects. SAGE also uses expeditionary learning as part of its educational model, providing students with hands on and experience learning that is connected to Minnesota state standards.

Along with required standards, SAGE Academy approaches learning with a focus in four areas:

- 1) Developing Learners
- 2) Critically Thinking
- 3) Problem Solving
- 4) Leadership and Collaboration

This approach was researched prior to the schools opening and was integrated into its development of Project Based Learning program. SAGE Academy focuses on the individualized learning of each student that is designed through use of Multiple intelligences Inventory (Howard Gardner) to determine the strengths of each student. This provides advisors with information that allows them to design an Individualized Learning Plan to enhance the learning experience of each student.

SAGE Academy Sponsor Information

Novation Education Opportunities (NEO)

Contact: Wendy Swanson Choi, Executive Director

3432 Denmark Ave Suite 130

Eagan, MN 55123

Email: executive.director.neo@gmail.com

Tele: 612-889-2103

www.novationeducationopportunities.org

SAGE Academy is authorized by Novation Education Opportunities. The school was initially sponsored in 2011 for a one- year contract. In spring of 2012, following intensive review by NEO, the charter was renewed for a four-year term. This contract was renewed again at the end of 2016 school year for another three years. Novation Education Opportunities has been a positive supporter of SAGE Academy and continues to work closely with the school to collect data and develop goals to make the school a successful educational institution for all students.

Attrition

SAGE Academy started the school year with 77 students. At the end of the FY18 year, 61 students remained. Several students left due to transportation and others dropped due to chronic absences. Of the 61 students, 16 students graduated. Thirty-nine of the remaining 45 students chose to return to SAGE for the FY19 school year.

Two employees of SAGE Academy, both original founders of the school, chose to retire at the end of the 2017-2018 school year. One was acting Administrative director, the other the Academic Behavioral Specialist. Their positions have been redesigned to more meet the needs of the school.

Enrollment

SAGE Academy students reside primarily in the suburban Minneapolis area. The school has seen a shift in enrollment over the last few years. The tables below illustrate these changes.

Grade	2013/14	2014/15	2015/16	2016/17	2017/18
9	14	14	12	10	19
10	31	18	20	20	13
11	18	29	26	26	19
12	18	28	25	19	17
Total	81	89	84	75	68

Demographic Information

	2014/15	2015/16	2016/17	2017/18
Male	38.2%	41.7%	34.6%	42%
Female	61.8%	58.3%	65.3%	58%
Special Education	27%	21.4%	25.7%	40.3%
African American	39.3%	39.3%	23%	26.4%
Hispanic	5.6%	14.3%	8.1%	12.5%
Asian	5.6%	2.4%	0	1.4%
/Pacific Islander	n/a	n/a	0	0
White	42.7%	41.7%	50%	44.4%
Native American	6.7%	2.4%	1.4%	2.8%
Two or more races	n/a	n/a	n/a	12.5%
Free/Reduced Lunch	66.3%	63.1%	56.8%	65.3%
LEP	13.5%	11.9%	2.7%	6.9%

Attendance

The average daily attendance during the 2017/2018 school year was 80.2% with an average daily membership of 70.55. This is a decrease from the previous year in which attendance was at 86.87%.

Graduation Rates/Post-Secondary Enrollment

Of the 16 seniors enrolled at SAGE at some point in the 2017/2018 school year, 14 students graduated. The graduation rate was 87.5%, up from 76.19% the previous year. Of the 2017/18 graduating students, 92.86% applied and were accepted into college or a post-secondary institution. This is up from the 71.43% of graduating students in the 2016/17 school year. Furthermore, six students were enrolled in Post-Secondary Options (North Hennepin Community College, Hennepin County Tech, and Minneapolis Community and Technical College) during their high school career.

Of the 2018 graduating class, seven graduates were accepted to four year colleges, two students were accepted to technical/trade schools, two students were accepted to community colleges, and one student joined the marines. Two of the seniors received scholarships for college. Two seniors planned on joining the workforce right after graduation. Students who did not graduate planned on returning to complete credits to receive their diploma.

Management

SAGE Academy started the 2017-2018 year with an leadership team of three members:

- 1) Administrative Director: Diane Scholten
- 2) Program Director: Kim Turitto
- 3) Dean of Students: Josh Bickert

Both Diane Scholten and Kim Turitto held administrative licenses. Josh Bickert attended professional development on School Law, Equitable Education and Assessment Data. Each member of administration split duties between administration and teaching responsibilities. In spring of 2018, under the advice of the school board, SAGE Academy moved to a two person

administrative team. Both members continued with their teaching responsibilities while they split the administrative duties.

- 1) Administrative Director: Kim Turitto
- 2) Dean of Students: Josh Bickert

Finances

Below are the financial records for the previous two years. SAGE completed a financial audit that came back with no findings.

Transportation continues to be the largest budgetary struggle.. SAGE pays for its own bussing as our students are spread throughout the Osseo, Robbinsdale, Minneapolis and Anoka-Hennepin districts. We had three busses and one van from this past school year and several taxis. We had almost 90% of our students utilize SAGE transportation throughout the school year. The busses and van we used were from the contractual agreement with Metropolitan Transportation Network first year under contract, however they were unable to fulfill our needs so we had to add American Student Transportation in October to meet our students needs. SAGE pays for the transportation through its own budget rather than through District 279 as times and geographical boundaries differ. Although SAGE is committed to providing busing to all students within the District 279 boundaries, we also provide bussing beyond these boundaries when possible. Students who do not utilize busing often drive themselves or have family members who provide transportation. Metropolitan Transportation and American Student also offers instruction on bus safety as required by MDE regulations.

Attachment A

GENERAL FUND BUDGET – FY 2018

Charter School Name SAGE Academy Charter School Number 4087-07
 Average Daily Membership (ADM) 77 Pupil Units 92.40

REVENUES:	AMOUNT	
General Education Aid	719,405	
Title Programs	25,880	
Lease Aid	129,214	
Special Education	463,915	
Other (List)		
Expedition Fees (Optional Program)	15,000	
Miscellaneous Revenues & Fees	5,855	
TOTAL REVENUES	1,359,269	

EXPENDITURES	AMOUNT	FTE
Administrative Salary and Benefits	82,500	.9
Instructional Salary and Benefits	484,525	8
Non-Instructional Salary and Benefits	101,725	2
Custodial/Maintenance Salary and Benefits		
Other Salary and Benefits	186,710	4
Utilities	18,500	
Property Taxes	37,744	
Building Maintenance and Repair	23,000	
Building Lease	110,400	
Transportation	153,832	
All Other Purchased Services	137,370	
Supplies and Materials	22,850	
Capital Expenditures	2,000	
All Other Expenditures	23,505	
TOTAL EXPENDITURES	1,384,661	
Revenue Less Expenditures	(25,392)	
Beginning Fund Balance (FY2017)	261,585	
ENDING FUND BALANCE	236,193	

Attachment A

GENERAL FUND BUDGET – FY 2017

Charter School Name SAGE Academy Charter School Number 4087-07
Average Daily Membership (ADM) 80 Pupil Units 96

REVENUES:	AMOUNT	
General Education Aid	783,420	
Title Programs	23,650	
Lease Aid	126,144	
Special Education	363,098	
Other (List)		
Expedition Fees (Optional Program)	15,500	
Other Fees and Revenues	5,850	
TOTAL REVENUES	1,317,662	

EXPENDITURES	AMOUNT	FTE
Administrative Salary and Benefits	79,725	.8
Instructional Salary and Benefits	499,910	8.0
Non-Instructional Salary and Benefits	101,610	2.0
Custodial/Maintenance Salary and Benefits		
Other Salary and Benefits	164,555	4.0
Utilities	17,000	
Property Taxes	38,000	
Building Maintenance and Repair	21,000	
Building Lease	108,000	
Transportation	101,760	
All Other Purchased Services	128,839	
Supplies and Materials	22,950	
Capital Expenditures	6,000	
All Other Expenditures	23,635	
TOTAL EXPENDITURES	1,312,984	
Revenue Less Expenditures	4,678	
Beginning Fund Balance	285,161	
ENDING FUND BALANCE	289,839	

Staffing

Name	Folder Number	Assignment	Years Employed	Left during 17/18	Not Returning 18/19	Expiration date of license
Diane Scholten	261905	Administrative Director Math SLD Special Education	16		Retired	6/30/2017
Marilyn Thompson	270503	Academic Behavioral Specialist	16		Retired	6/30/2018
Kim Turitto	439181	Program Director Language Arts Counselor Career Coordinator	7			6/30/2018
Josh Bickert	418340	Dean of Students Phys. Ed Advisor	14			6/30/2020
Les Harrison	471067	Language Arts Advisor	4			6/30/2018
Leslie Geist	42067	Special Education Teacher, Evaluator	3			6/30/2019
Patricia Whetstone	492757	Science Advisor	1		Position at new school	6/30/2023
Kelly Crampton	491943	Social Studies Advisor	2			6/30/2021
Diana Bigger	471958	Math Technology Coordinator	3		Position at new school	6/30/2019
Elizabeth Radcliffe	505112	Special Education	.5		Position eliminated	6/30/2019
Fasia Kiazolu		Lunch staff	1		Position eliminated	

Heather Bickert	none	Admin Assistant	6			
Lois Elrod	none	Special Ed Para	3			
Sandy Maron	none	Nurse Special Ed Para Marketing/Student services	11			
Kris Silas	none	Special Ed Para Special Ed Secretary	4			
Jackie Boller	none	Special Ed Para	2			
Lorrie Tupy	none	Business Manager	8.5			

Of the 11 licensed staff, four held a master's degree or higher. Professional development was encouraged throughout the whole year for staff. SAGE offered professional development in 1) Best practices, 2) Project Development, 3) Reading effectiveness, and 4) Diversity training. These workshop were lead by licensed SAGE staff who have used effective practices to achieve success within their classrooms.

SAGE Academy also begun to use teacher led Professional Learning Communities (PLC). These PLC's strengthened teacher collaboration through focusing on areas of needed growth: 1) Communicating rigor and high expectations based on Marzano (The New and Art and Science of Teaching) and 2) Using student learning styles to design projects.

All licensed teachers are required to complete Backward Mapping, embedded in standards, for each of their courses. These maps include essential questions covered in the course as well as methods for scaffolding to make sure all students can succeed. These maps are reviewed by the program director who provides them with support and professional development as needed.

Governance

A Board of Directors governs SAGE Academy. The board's purpose is to promote effective education for all students, with attention to the areas of curriculum, staffing, policy formation, community involvement, communications, budget, and other appropriate matters affecting the well being of the school. Board membership is made up of SAGE licensed staff, community members, and parents. During 2017-2018, the Board had a parent majority. Membership in the Board is in accord with Minnesota Law.

Name	Membership	Position	Term	Training	Contact Information
Christy Morrell-Stinson	parent	Chair	5/16-5/18	Completed	cmorrell-stinson@sageacademy.org
Steven Martinez-Grande	community	Vice Chair	5/16-5/18	Completed	smartinezgrande@sageacademy.org
Theodore Kamis	parent		5/17-5/18	Completed	tkamis@sageacademy.org
Diana Bigger	teacher	Treasurer	5/16-5/18	Completed	dbigger@sageacademy.org
Cari-Ana Garcia Luna	community		5/16-2/18	Completed	cgarcialuna@sageacademy.org
Leslie Geist	teacher		5/17-5/19	Completed	lgeist@sageacademy.org
Leslie Bonnell	parent	Secretary	5/17-2/18	Completed	lbonnell@sageacademy.org
Susan Martinez	parent		5/17-3/18	Completed	smartinez@sageacademy.org
Brenda Peterson	parent	Secretary	Appointed 4/18		bpeterson@sageacademy.org
Kim Turitto	ex-officio		3/18		kturitto@sageacademy.org
Diane Scholten	ex-officio		Ended 3/18		dscholten@sageacademy.org
Lorrie Tupy	ex-officio		On going		ltupy@sageacademy.org

SAGE Academy School Board Development Plan 2017-2018

MONTH	TOPIC	PRESENTER
August 2017	Cash-Flow vs Budget	Diane Scholten
September 2017	Student Transportation Planning	Diane Scholten
October 2017	Board Job Descriptions	Christy Morrell-Stinson
November 2017	Impact of an increased special education population	Kim Turrito
December 2017	Audit Report	Justin Nilson, Abdo Eick & Meyers CPAs
January 2018	Strategic Planning	Leslie Bonnell
February 2018	Business Community Relationships	Jeff Lunde, Mayor of Brooklyn Park
March 2018	Resource Development	Elyse Arvin, OASIS
April 2018	Student Council Update	Josh Bickert
May 2018	Board Self-Assessment Summary Report	Theodore Kamis
June 2018	Project-Based and Service-Based Learning	Cari-Ana Garcia Luna

Academic Performance

Test	Percent Scoring Proficient	Year
MCA Reading	22.2%	2016
	40.9%	2017
	37.50%	2018
MCA Math	10.5%	2016
	11.8%	2017
	6.67%	2018

SAGE Academy is a highly transitional school that has a large percentage of students that enter with large gaps in math and reading skills. Most of these students are entering at their tenth, eleventh and twelfth grades and their educational gaps affect the overall gains or lack of gains demonstrated in the standardized testing data. While SAGE Academy offers five levels of math, from Intermediate Algebra to Precalculus, many of the students that take the MCA math test had yet to take Algebra II, greatly affecting their outcomes. SAGE has moved to develop a more targeted learning plan that targets the math skills needed by students to meet proficiency on the MCA scores. This program is based on the success of SAGE Academy's reading program.

SAGE Academy feels that the Northwest Evaluation Assoc. Assessment (NWEA) tests provides a better view of the schools students abilities because it tracks the progress of the students over their entire high school career. The NWEA assessments are given three times a year, fall, winter, and spring and test areas include English language arts, reading comprehension, and math skills. Teacher's use these schools to monitor student progress, identify student areas of need, and design instruction based on student skill level.

Test	Percentage of Students Below Grade Level meeting/Exceeding their Individualized Target	Year
NWEA- Math	60.71%	2017
	42.86%	2018
NWEA Reading	70%	2017
	77/78%	2018
	Percentage of Students At/Above Level Meeting/Exceeding their Individualized Growth Target	
NWEA Math	88.57%	2017
	84.62%	2018
NWEA Reading	86.05%	2017
	94.12%	2018

World's Best Workforce Report

District or Charter Name: SAGE Academy Charter High School

Grades Served: 9-12

WBWF Contact: Cari-Ana Garcia Luna

Title: Interim Director

Phone: 763-315-4020

Access to Report

SAGE Academy Charter School

<https://www.sageacademy.org/documents>

Annual Public Meeting

SAGE Academy Board will hold an open meeting for stakeholders to review progress on the WBWF plan for the 2017-18 school year on October 30, 2018.

District Advisory Committee

Member	Role In District
Josh Bickert	Dean of Students, educator
Lindsey Schue	Student
Kathe Hetterick	Community Member
John Hetterick	Community Member
Ashley Carroll	Student
Les Harrison	Educator
Cari-Ana Garcia Luna	Community Member
Kim Turrito	Program Director, educator
Dulce Panadero	student
Brenda Peterson	Parent
Christy Morrell-Stinson	Parent
Theo Kamis	Parent

Equitable Access to Excellent Teacher

SAGE Academy employed nine licensed teachers for the 2017/2018 school year. Three of the teachers formed the administrative team at the start of the year, each splitting duties between administration and teaching responsibilities. In spring of 2018, SAGE Academy went to a two person administrative team, both which continued with their teaching responsibilities. The other six licensed teachers included social studies, language arts, math, science, and two in special education. One licensed teacher served as a SPED academic behavioral specialist part time. Of the 10 licensed staff, five held a master's degree or higher. Professional development was encouraged throughout the whole year for staff. SAGE offered professional development in 1) Best practices, 2) Project Development, 3) Reading effectiveness, and 4) Diversity training. These workshop were lead by licensed SAGE staff who have used effective practices to achieve success within their classrooms.

SAGE Academy also begun to use teacher led Professional Learning Communities. These PLC's strengthened teacher collaboration through focusing on areas of needed growth: 1) Communicating rigor and high expectations based on Marzano (The New and Art and Science of Teaching) and 2) Using student learning styles to design projects.

SAGE Academy recognizes the disparities between the diversity of its student body and its staff. Unfortunately, SAGE received very few applicants for open staff positions. To bridge this gap, the school worked hard to hire teachers with strong backgrounds in multicultural and cultural competency education, as well as encouraged continued professional development in the area of educating underrepresented youth. SAGE Academy has been successful at creating an educational community based on close relationships between teachers and students and parents that allows staff to gain more understanding and recognition of the needs of the diverse student body at SAGE Academy.

SAGE will continue to provide professional develop for staff in the areas of culturally responsive instruction and addressing the achievement gap. SAGE will be committed to the development of a leadership team that examines the effectiveness of the staff and take advisement/suggestion from a Advisory Committee that includes parents, students, and community members.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

X District/charter publicly reported data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

NO My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

Goals and Results for 2017-2018

SAGE Academy's goals for the school year, as well as our accountability goals for NEO, are provided. The performance framework for our school was designed with NEO, Momentum and SAGE Academy. The table shows our goals and how we scored. Of all the goals, SAGE Academy chose three goals to focus on in particular.

**Framework is attached*

All students ready for school: SAGE does not offer kindergarten

All students in Third Grade Achieving Grade Level Literacy: SAGE does not offer third grade

Close Achievement Gap(s) Between Student Groups:

Data sample is too small to calculate by student group. SAGE Academy has not been able to collect this data due to the size of the school. State department determined that sample size is too small to calculate this data on our state tests. The requirement is a school must have 10 students in the group to have a sample size. SAGE recognizes that there is a gap in academic achievement therefore has worked to develop an equitable educational model that includes differentiated and culturally responsive instruction and personal learning plans.

All students College and Career Ready by Graduation

Satisfactory: SAGE Academy will see that 60-69% of graduating students who apply are accepted into college or post secondary institution in FY18.

Exemplary: SAGE Academy will see that 70% or more students who apply are accepted into college or post secondary institution in FY18.

In FY18, 92.86% of graduating students met this goal.

Goal was met

- *All students are required to complete the Life Skills standard through a guided course that prepares them for college and career.*
- *SAGE Academy encourages students to attend PSEO during their high school career. In FY18, six students took advantage of this opportunity.*

All Students Graduate

Satisfactory: SAGE Academy will reach a graduation rate of 70-84% in the FY18 school year.

Exemplary: SAGE Academy will reach a graduation rate more than 84% in the FY18 school year.

SAGE Academy had a graduation rate of 87.5% for the FY18 school year.

Goal was met

· *SAGE Academy has identified attendance as an area that most affects graduation. Thus the school focused on increasing attendance rates through increase communication and incentive programs.*

· *SAGE Academy uses an Advisory program to create focused, individualized learning plans for each student as well as to track student progress towards credit and standard completion.*

Innovative Practices

Project Based Learning

SAGE Academy is a Project Based School, an educational model that engages students in solving a real-world problem or complex question. They demonstrate their knowledge and skills by developing a public product or presentation. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Teachers incorporate projects into their traditional courses that promote collaboration and deeper understanding of the topics covered. Students also complete individual projects based on their interest and/or credit and standard needs. These individual projects are overseen by an advisor and design around the students Individualized Learning Plan.

Expeditionary Learning

Expeditionary Learning is an educational model in which students learn by attending learning expeditions rather than just sitting in a classroom being taught one subject at a time. This type of learning adds diversity to a students education and often exposes them to opportunities they may not have other chances to do. Expeditionary learning is often hands on and challenges the students to view their world in a different way. Expeditions in the 2017/18 school year included Wildlife Science Center, Science Museum of Minnesota, State Capitol, WE Day and Pavek Museum of Broadcasting.

Service

SAGE Academy has a mission to provide students with knowledge and understanding of the world around them and their role within that world. Students build compassion and reflective practices by completing community service throughout their high school career. Community service can take many forms including serving at homeless shelters, to building with Habitat for Humanity, or packing food at Feed My Starving Children.

All students are also required to complete a service-learning project before they graduate. Service-learning provides students with opportunities to develop civic engagement skills by working with community members to address a problem within their community and develop a way to achieve a positive impact. Students enhance their group, organizational and interpersonal skills by taking on a leadership role and working within a community that may be new to them. Students at SAGE completed service projects such as Public art piece for Black History month and anti-youth smoking campaign partnered with Cities united.

Future Plans

SAGE Academy has plans to move into a more focused Project Based Learning model, with more projects stemming from the classroom, directly connected to course content/standards. The goal of this is to help students understand the real-life implementation of what they are learning as well as develop life-long skills such as collaboration, critical thinking and problem solving. The intended result is an increase in student engagement by incorporating more meaningful projects in all classes. Project Based Learning allows students more opportunity to move at their pace. There is more opportunity for educators to differentiate instruction and assessments, allowing for accelerated learning to enable students to learn more quickly, efficiently, and deeply. SAGE educational staff will receive PBL professional development as well as participate in Professional Learning Communities centered around improving the program as SAGE as well as seeing all students needs are met.

SAGE Academy will continue with it's successful reading program that includes targeted reading groups, based on lexile levels. These groups meet four times a week and since its formation, SAGE has seen an increase in reading scores. Due to the success of this program, SAGE will begin a similar math program in the FY19 school year. SAGE has set a goal to increase math

scores to 10 percentage points about the district the level. Students will meet weekly to develop strong math skills to prepare them for the required standardized exams. All juniors will also be required to participate in a MCA math prep course once a week. Professional Learning Communities will be used to develop these programs and track their progress.

SAGE Academy also plans to incorporate the Life Skills course into advisory curriculum. These means all students, 9-12 grade, will be receiving instruction in college and career readiness, healthy mindset, teamwork, and developing life goals. Under the advisement of the SAGE's licensed counselor, a professional development plan will be created for education staff to be qualified to bring these lessons to our students. SAGE looks to increase the number of students attending PSEO both in their junior and senior years, as well as increase the number of students accepted to higher education institutions post high school.

SAGE Academy will also make the full transition to a two-tiered administrative model. This is based on the board decision in January 2018. The duties previously divided among a three person leadership team will now be split between a Director and an Assistant Director. A Leadership Team, made up administration and teacher leaders, will also be formed to create goals, collect and analyze data, and implement a plan to meet those goals. All educators will be paired with a mentor to help establish goals and create instructional strategies that reflect the needs of all students. Teacher evaluations will be completed by administration throughout the year which will include observing student engagement, best practices, student outcomes, and focus on school wide goals. SAGE administration will be evaluated under a process created by the school board. Both during the winter and spring, parent and student surveys will be completed to track school climate, student engagement, school safety, and teacher effectiveness. SAGE will focus much of its professional development on equitable education, cultural responsiveness and creating differentiated instruction so as the needs of our diverse student body is met and all students are provided the opportunity to succeed at their highest levels.