Charter School Renewal Application

Charter Renewal Application #000826

North Star Academy

Location Code: 1579

Submitted To:

Douglas County Colorado
Choice Programming
Douglas County School District

373 Inverness Parkway Suite 203
Englewood, CO 80112
Phone: 720-433-1265

Submitted By:

Kendra Hossfeld

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GENERAL

A. School Information

School Type:	**Elementary / Middle**
Grade Levels:	**[PK, K, 1, 2, 3, 4, 5, 6, 7, 8]**
School District:	**Douglas County, Colorado**
Neighborhood / Community:	**Parker**
Organization Type:	**Non-profit Corportation**
Sponsoring Entity:	**Non-profit Organization**
Address:	**16700 Keystone Blvd. , Parker, CO 80134**
Phone:	**720-851-7827**
Fax:	**720-851-0976**
Web Site:	**http://www.nstaracademy.org**
Calendar Type:	**Standard - 173 instructional days**
Educational Service Provider:	**(None)**

B. Primary Contact Person

Name:	**Kendra Hossfeld**
Mailing Address:	
Mobile Phone:	
Alternate Phone:	
Email:	**kmhossfeld@dcsdk12.org**
Current Employer:	

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
PK	15	30	15	30	15	30	15	30	15	30
K	76	80	76	80	76	80	76	80	76	80
1	81	84	81	84	81	84	81	84	81	84
2	81	84	81	84	81	84	81	84	81	84
3	81	84	81	84	81	84	81	84	81	84
4	78	81	78	81	78	81	78	81	78	81
5	78	81	78	81	78	81	78	81	78	81
6	70	72	70	72	70	72	70	72	70	72
7	70	72	70	72	70	72	70	72	70	72
8	60	63	60	63	60	63	60	63	60	63
Total	**690**	**731**	**690**	**731**	**690**	**731**	**690**	**731**	**690**	**731**

D. Board Members

Name	Title	Contact Information	Current Employer
Gompert, Matt	Board Secretary	P: 720-851-7827 M: E: mgompert@nstaracademy.org	
Gragg, Chris	President	P: M: 7208395428 E: cgragg@nstaracademy.org	
Jennings, Robin	Vice President	P: M: 303-523-7624 E: rjennings@nstaracademy.org	
Swanson, Angela	Board Treasurer	P: 720-851-7827 M: E: aswanson@nstaracademy.org	
Zeeb, Matt	Board Chairperson	P: 720-851-7827 M: E: cgragg@nstaracademy.org	

Basic School Information & Required Attachments

1.Basic School Information

North Star Academy

Mission:

North Star Academy (NSA) will provide a Core Knowledge education with an integrated Spanish language program that challenges students to meet their highest potential through differentiated academic instruction and rich social and cultural experiences within a safe, orderly and nurturing environment.

Total Enrollment: 680

and % Free or Reduced Price Lunch Students .5% (3)

and % Special Ed Students 4.5% (30)

and % ELD Students 6.2% (42)

Attachments
Section 1: Basic School Information

– No Attachments –

2.Required Attachments (may add as link to a Google Drive)

Accountability is a focus at NSA

NSA scored 100/100 on the Academic Achievement section of the State School Performance Framework (SPF) and 75/100 on Academic Growth section of the State SPF. Our teachers develop targeted lessons, use student data to drive instruction and make decision based on the Mission of NSA. NSA's middle school is ranked in the 96th percentile among the state and NSA's elementary school is ranked at the 94th percentile among the state. According to the staff and parent satisfaction survey, 92% of staff and 93% of parents believe that NSA provides a learning environment of excellence and support. According to the staff survey, 95% believe they can approach the administration. As stated in our mission statement, 97% of staff members believe that NSA provides a safe environment and over 92% of parents believe that NSA provides a safe environment. More than 98% of staff members think they have sufficient materials and curriculum to reach their goals.

Our Language Arts (ELA) CMAS scores are impressive with 7th grade ranking fourth in the State. We would like our math growth to be higher and more specifically in the elementary grades. We will be practicing math facts and number sense school wide. Swe have an academic

accountability coordinator who will be working on creative games and competitions to make learning more engaging. This year 55% of staff members felt as though the NSA discipline policy was followed. This is an improvement from last year however still not at standard. This year the administration will have an admin in training teacher help with this initiative. Administration will be in the hallways more often and help reinforce consistent behavior expectations. Holding ourselves, students and staff more accountable will lead to more effective satisfaction. NSA has high teacher retention averaging around 95%. Administration is always focused on teachers and helping them with the many tasks they are required to perform. The heavy workload can lead to teacher burn out. We added a full time behavior coach four years ago to help teachers with classroom management and this has been very effective. We also decided to add additional leadership tasks to three principal licensed teachers. They are called accountability coordinators. This will help ensure we keep our healthy culture.

Accountability Coordinator Roles and Responsibilities

Teacher #1:

· Arranging subs for NSA teachers second quarter

· Spearhead school wide accountability initiative (discipline, uniforms, due dates etc.)

· Ensure consistent and aligned NSA policies

· Work with teachers to develop a way to make all the learning plans easier to manage

Teacher #2:

· Arranging subs for NSA teachers third quarter

· Analyze NSA data and determine student academic skill gaps

· Help teachers understand how to close the gaps by looking at curriculum and instruction

· Organize tow village meetings to get parents involved

Teacher #3:

· Arranging subs for NSA teachers fourth quarter

· Spearhead Character Education

· Spearhead Service Learning

· Help Foundation with Sponsorships and getting community and parents involved

 Other Achievements

North Star has been the recipient of the following awards:

   a. 5280 Magazine – Colorado Middle School of Distinction
   b. CCFLT Spanish Video and Essay Award
   c. Lions Club Award
   d. Colorado Math Olympiad
   e. National School of Character

f. Creative Communications Writing Contest
g. John Irwin School of Excellence
h. National School of Character
i. Promising Practice Award for Literary Yearbook

Data for Charter renewal:

School Diggers

https://www.schooldigger.com/go/CO/schools/0345002011/school.aspx

NSA Assessment data

https://docs.google.com/document/d/1P69iW0Cclzna-mqV2MLwxf0jp7jCEeWP1Rmz1MySFKE/edit

SPF:

https://drive.google.com/file/d/1Wpmt3zDjPSlDDP8ZoEZ8q5JeyJ8Y8FxO/view?usp=sharing

UIP goals

See UIP and School Diggers attachment. We are making progress toward our major improvement strategies and have grown over 5% in proficiency in elementary and middle school pre to post COVID.

Attachments
Section 2: Required Attachments (may add as link to a Google Drive)

2.1	Mission, and Vision	Hossfeld, Kendra, 8/31/23 1:03 AM	DOCX / 15.194 KB
2.2	Strengths, Weaknesses and Awards	Hossfeld, Kendra, 8/31/23 12:54 AM	DOCX / 14.98 KB
2.3	Parent Satisfaction Survey Results	Hossfeld, Kendra, 8/30/23 9:16 PM	PPTX / 173.465 KB
2.4	Budgeting Needs	Hossfeld, Kendra, 8/30/23 9:12 PM	XLSX / 11.153 KB
2.5	UIP	Hossfeld, Kendra, 8/30/23 7:32 PM	DOCX / 14.597 KB

1. Mission and Key Design Elements

1.1.1 Mission & Key Design Elements

Mission Statement

When developing the mission statement for NSA, the founding board took into account parent and community feedback, survey results as well as input from the Colorado Department of Education, the League of Charter Schools and other professionals. The key ideas from the school's surveys included adjectives like excellence, academic rigor, foreign language, respect, self-confidence, love of learning, high standards, character development, leadership, advocacy and integrity. With this feedback in mind, the founding board of NSA developed the following mission statement:

North Star Academy (NSA) will provide a Core Knowledge education with an integrated Spanish language program that challenges students to meet their highest potential through differentiated academic instruction and rich social and cultural experiences within a safe, orderly and nurturing environment.

Vision

The vision of North Star Academy (NSA) is to prepare students to meet the challenges of a complex social, global and economic future by offering a research-based educational program with a strong focus on foreign language instruction, service learning and character education. NSA is a partnership of students, families, educators and community members who are committed to an environment that honors different learning and teaching styles, models collaboration and communication within the learning community, and motivates students to become lifelong learners, critical thinkers and responsible community members.

NSA offers Spanish Language instruction from Kindergarten through 8th grade. Native instructors use an immersion technique and content based lessons to deliver a meaningful experience. Our teachers focus on the culture of the language each year and showcase what students are learning though a school wide Cultural Day "Dia De Cultural". As our society becomes more global in nature, it is essential that students are able to communicate in a language other than their own. Today, some of the most sought after careers require foreign language proficiency. Spanish instruction is an integral part of the curriculum at NSA. It is our goal to continue to provide a model foreign language program, beginning in kindergarten, that results in language proficiency in reading, writing and listening. A program that teaches children to respect diversity, reflecting the world and communities while improving student achievement.

NSA will seek to build strong character among students by teaching positive actions and attitudes and developing a positive school culture. Character education increases student's motivation to learn and understand, as well as fosters the development of social skills. NSA's character education program will offer educators' techniques to build self-esteem, resolve conflicts, appreciate and respect diversity, manage aggressive behaviors, and promote integrity. NSA will provide students with the confidence, stamina, and support they need to excel, be successful, and develop into strong, competent, caring, and responsible citizens. Each week leadership students create a character video based on the character theme for the year. The video is shared with all the students during the morning announcements. Character education lessons are taught inside the classrooms and during quarterly character education assemblies. Character education is more powerful when students have an opportunity to serve. Service learning programs encourage the application of academic knowledge in the context of authentic community service opportunities.

Studies have shown that service learning programs can strengthen a student's academic skills, civic attitudes and skills for active citizenship. NSA offers a community service program, both local and global in nature, in order to give students a sense of usefulness and purpose as well as promote their personal, social and intellectual growth. NSA has served and/or partnered with over 70 organizations over the past 17 years. When students are asked why they serve those in need they say, "This is what we do at North Star and this is who we are."

NSA believes that students develop an understanding for educational principles and acquire knowledge in a variety of ways. Thus, NSA delivers its curriculum using a differentiated instructional approach making learning accessible to every student. NSA engages students in learning by providing instruction that is interesting, valuable, authentic and fulfilling. NSA is also committed to creating a collaborative learning environment for its teachers. Opportunities are created for school staff to learn from each other and to learn from other educational professionals. Student needs are constantly changing, therefore NSA will continue to provide teachers with professional development opportunities to learn new, innovative and research-based instructional strategies that will ensure high academic achievement for all students. Staff members analyze achievement and growth data and use it to drive their instruction. North Star consistently recieves the John Irwin School of Excellence award.

NSA further believes the success of its program is critically dependent on the involvement of the parent community. Parental support is highly encouraged and NSA ensures that parents feel welcome at their child's school and have a unique opportunity for hands-on involvement in the structure and operation of the school.Through innovative educational programs and teaching strategies, it is our constant goal of NSA to become an extraordinary place of learning, growth and change. These creative and sound approaches will empower students to be successful by fostering independence, respect and self-confidence and enable them to take part in creating a brighter future for themselves and those around them.

Attachments
Section 1: 1.1 Mission & Key Design Elements

1.1	Mission and Key Design Elements	Hossfeld, Kendra, 8/31/23 1:17 AM	DOCX / 16.169 KB

2.1.2 Curriculum

Curriculum

North Star Academy is a Core Knowledge charter school that utilizes the Core Knowledge sequence as an umbrella of standards for each grade level. We then take each grade level Core Knowledge standard and match it to the state standards required by the state of Colorado. Our curriculum sequence upholds the most meaningful balance for each grade level to meet both our rigorous Core Knowledge curricular needs and the needs put forth by the state of Colorado standards. For example, our fourth grade students heavily focus on Colorado History during the course of their Social Studies instructional time as this is a state standard as well as incorporating units on Medieval Times and The Revolutionary War as these are fourth grade standards in the Core Knowledge sequence. We also incorporate Core Knowledge literature and novels starting in second grade through eighth grade that we use to meet the demands of the state standards while

reading the classic literature offered through the Core Knowledge sequence. We use many supplemental curricula such as Saxon math, Pearson science, Into Reading, Shurley English and Write to Learn. We adhere to all State curriculum mandates.

Review and Revise Curriculum

At the end of each school year, teachers are asked to reflect and review the curriculum sequence they used for the school year. If improvements in sequencing or content taught that was used to meet standards needs to be made, then our staff of teachers is asked to make a revision draft to be reviewed by the administration before solid changes can be made the following school year. Once the recommendations are approved, the new scope and sequence is put into a school wide document. We keep a compilation of all scopes and sequences for every subject and grade level so that teachers are held accountable to the sequence and process through which they teach.

Social Emotional Learning Curriculum

For students who are getting support with social/pragmatic skills we use the Social Thinking curriculum. We also supplement with Zones of Regulation inside and outside of the classroom to help students understand their emotions. Self Awareness strategies are promoted and the concept of getting students to understand their own feelings and that they can only control their own feelings opens up the door to what is lacking in them and then we can build up those lagging skills. We also help them understand that these feelings and their lack of skills is what creates their triggers. We use our character education program to help promote social/emotional learning.

Attachments
Section 2: 1.2 Curriculum

– No Attachments –

3.1.3 Assessment

Assessment

All K-8th grades give the NWEA test in Reading and Math at the beginning of the year to help set a benchmark for each student. Grades 4-8 also take Science and Writing (Language Usage). All grade levels take the STAR Reading test quarterly to make adjustments for the upcoming quarter within their classroom. Grades K-3 give the IReady reading test to see what growth students are making at the middle and end of the year. Teachers will track this assessment data to see that students are making adequate growth by the end of the year. Teachers will use CMAS test information to make adjustments to the curriculum for the following year. Grade level teams meet on a weekly basis to discuss students and lesson plans based on where those particular student have performed. Teachers will make adjustments to what they are doing in their classrooms in order to meet the needs of individual students.

Students look at data from the I READY, STAR, and NWEA, tests in the fall and Spring. The NWEA is normally administered twice each year, allowing teachers to understand the individual needs of each student, as well as to monitor yearly growth. Academic goals are based on I READY, NWEA, STAR, and CMAS data. The staff examines standardized test scores from in the fall from IREADY, STAR, CMAS, and NWEA to determined areas of improvement. Our Academic Accountability Coordinator works with teams of teachers to analyze data and implement effective goals and strategies to reach their goals. If goals are not met then admin meets with teachers to give them additional support.

Induction Program

https://docs.google.com/document/d/1cN8ywFbhphd_08M7OXQ_2MT9ZGpetTEqszIkmlAlj94/edit?u

Attachments
Section 3: 1.3 Assessment

– No Attachments –

4.1.4 Organizational Capacity

Organizational Capacity

NSA is governed by a Board of Directors made up of five board members, President, Vice-President, Treasurer, Secretary, and Communications Director. The Board of Directors oversees one employee of NSA, the Principal. Although the Board of Directors supports the Principal as needed in decisions related to the teachers and staff, it is ultimately the Principal who is responsible for the oversight of the teachers and all staff members. The primary function of the NSA Board of Directors (Board) is to uphold and support the vision and mission of the school. All decisions are made with a focus on the vision, mission, goals and objectives of the school. Each year, the Board and Admin develop a strategic plan based on four buckets; Academic, Finance, Internal Culture, and External Culture.

NSA has a communications pathway. If a matter arises regarding teachers and staff, the Principal is empowered by the Board of Directors for making decisions to resolve the matter and the Board of Directors is there to support and offer guidance as requested. If a matter can't be resolved by the Principal then the board will help resolve the matter. NSA follows a grievance policy that is well defined. Further details regarding the roles and responsibilities of the Board of Directors can be found in NSA's Board of Directors Bylaws and the Governing Board of Directors Policy Manual. The Board of Directors performs, at a minimum, an annual review of the Principal. This review consists of teacher/staff interviews, a self evaluation by the Principal, a formal written evaluation by the Board of Directors, and a meeting between the Board of Directors and the Principal to discuss all details completed during the evaluation process.

North Star Academy's administration team has created guidelines for an effective evaluation. Teachers receive around 10 observations per year. These observations are a part of their end of the year evaluation. The evaluation system designed by NSA's administration and board of directors incorporate curriculum and knowledge of grade level state standards as well as the classroom observations in management, appearance, discipline, and preparation. Individual

classroom growth scores are taken into account on teacher evaluations. Each teacher provides and online teacher portfolio including SMART goals, data, Student work and reflection. NSA has a state approved induction program. The Assistant Principals collaborate with teachers to develop the induction goals. The administration will design professional development days to be fully maximized for the benefit of new and veteran teachers at North Star Academy. Inductees will have the opportunity to learn the curriculum and educational programs of NSA as well as have the opportunity to collaborate with team members to plan effective lessons which will maximize student achievement. Each new teacher will go through an orientation program directed by our BRT. new teachers will also be paired with a mentor teacher to help support them in thier firt year at NSA.

NSA Induction Program

https://docs.google.com/document/d/1cN8ywFbhphd_08M7OXQ_2MT9ZGpetTEqszIkmlAlj94/edit?u

Attachments
Section 4: 1.4 Organizational Capacity

4.1	Professional Development Example	Hossfeld, Kendra, 8/31/23 4:16 PM	DOCX / 140.309 KB
4.2	Board Policy	Hossfeld, Kendra, 8/31/23 4:14 PM	PDF / 917.591 KB
4.3	Sample Teacher Evaluation	Hossfeld, Kendra, 8/31/23 4:12 PM	DOCX / 156.992 KB
4.4	Principal Self Evaluation	Hossfeld, Kendra, 8/31/23 4:04 PM	DOCX / 53.403 KB

2. School Climate & Culture

1.2.1 School Climate & Culture

Student Culture & Climate

At NSA our approach to Climate and Character Education has evolved over the years. At first we used a directly taught approach with an emphasis on application through service learning. Our children learned many attributes of famous heroes & great people. All of these accomplishments line our hallways & show the power of goodwill innate in children. the more we evolved, we came to realize that Character is not a program, not a process, not a curriculum. It is what we believe about children & how they learn. It means that we, as staff & parents, share those values & model them daily. At NSA we teach Core Knowledge, as well as Core Character. Both of these Cores overlap like a Venn diagram. While we continue to use a thematic approach & engage in weekly discussions on all grade levels, we believe that character is expressed through the culture of our school. Our beliefs are stated in our School Code of Conduct. As a school, we firmly believe that our parents are the children's first teachers. At NSA, we do not ponder the question, "Can Character be taught?' Rather, we continually seek ways to improve, refine, & further our cause of growing the character in every child in a Core of Knowledge & a Core of Character. We believe that Character Education is essential for a healthy school culture. You need to be a convincing leader to garner the support of all constituents – Board, staff, parents, & students. Research & visit schools that make it a priority. Compile a small group of interested people from all areas & come up with a simple, yet workable, plan. Find ways to incorporate the plan with service learning to make it tangible. NSA was named a National School of Character.

Parents founded NSA with a vision to academic excellence & character development with service learning. The Board & Staff created a Code of Conduct, a statement of 12 expectations, made meaningful by several values. The 5 values are Citizenship, Respect, Responsibility, Integrity, & Excellence. A Pledge, using the 5 values, is recited each day. The Code & Pledge were created to unify parents, staff & students in creating a supportive learning culture. These values are enforced through modeling & academic enhancement. See climate attachment for more details.

Safety and Security:

According to our SAAC survey results over 97% of our staff feels safe and 92% of our families feel safe. We applied for a grant in 2018 to add extra layers of security and were awarded $177,000. We added a new and secure front entryway, a full time school resource officer (SRO), additional cameras, security film and trama informed professional development. See Attachment

Safety and Security Plan

We have ERCM plans with roles and responsibilities outlined, evacuation plans, and reunification plans. We use and follow the SRP as our safety plan in conjunction with the ERCM. Our full time resource officer trains all of our employees at the beginning of the year. He also teaches our seventh and eighth grade students the YES program. All employees take the mandatory trainings through enrich including SRP, Reporting, Threats, and Privacy training. We practice drills each month.The district security officer practices lockdown drills with us and gives a staff training as well in October.

ERCM and Plans

https://docs.google.com/spreadsheets/d/16E_izTf5wAA9CkAmmfBnASQrA5FOWZy_D5hqbrJgEA0

Attachments
Section 1: 2.1 School Climate & Culture

1.1	Parent Satisfaction Survey	Hossfeld, Kendra, 8/31/23 7:49 PM	PPTX / 173.465 KB
1.2	Safety and Security Grant Article	Hossfeld, Kendra, 8/31/23 7:18 PM	DOCX / 14.877 KB
1.3	Culture and Character Education	Hossfeld, Kendra, 8/31/23 6:45 PM	DOC / 44 KB

2.2.2 Family & Community Engagement

Family and Community Engagement

Our 2023 Parent SAAC survey results showed one top aspect of NSA is our Character Education and Service Learning program. I was asked to speak at a leadership conference last year because our school has a model volunteer and community outreach program.

1. We ask for all families to volunteer 40 hours of their time over the course of the year. In 2022/23 we averaged over 17,000 volunteer hours. On any given day we have 30 - 50 parent volunteers inside our school. Parents are actively engaged in the classrooms by helping with reading groups, stuff Thursday folders, pulling students for Accelerated Reader tests, etc. Parents are also engaged with things outside of the classroom such as Trunk n Treat, Annual Auction, and Fun Run. We look for ways to incorporate the larger family into the school as well. Example, we host a Grandparents Day every year to show our support for the older generation of our families who have played a critical role in building a solid foundation.

2. We engage with the broader community through service learning. Every year we have quarterly service learning projects where our students can give back to those endeavors, but they can also learn about the value of these projects. They get a behind the scenes picture of what is taking place. It helps to instill in them the desire to serve. Our 7th grade students participate in a service learning day where they travel to a variety of locations in our community. We have served over 70 organizations over the past 17 years. See the SAAC Survey results for more details. Each year we honor all Veterans and Military men and women who serve our Country. Our students honored our Veterans by performing a veterans day program, singing armed forces medley's, participating in a flag folding ceremony and greeting our guests with respect. We raised the flag at our annual field day were we honored all first responders. We hosted our annual art show where we showcased art from each student. Our parents served our guest appetizers and had a band for entertainment. Our annual Fun Run was a huge success and brought many families together, raising about $60,000. Our annual auction was a big success and raised about $60,000. The venue was beautiful and the events were interactive and entertaining.

3. This year we have a teacher outreach coordinator who helps foster connection between our school, parents and community members. See Culture and Character attachment and sponsorship packet attachment.

Attachments
Section 2: 2.2 Family & Community Engagement

2.1	Community Sponsorship Packet	Hossfeld, Kendra, 8/31/23 6:57 PM	DOC / 214.271 KB
2.2	Culture and Character Program	Hossfeld, Kendra, 8/31/23 6:54 PM	DOC / 44 KB

3. Board Governance

1.3.1 Board Capacity

Board Capacity

1. The NSA Board of Directors is currently made up of five members of NSA, all of which are elected, and are all parents of students at NSA. These five members all have the appropriate skills and experience to govern NSA effectively with strong backgrounds in accounting, finance, business ownership, coaching, and deep involvement with the school. The President is an Internet Sales Manager for the large home builder, Lennar Homes. The Vice-President is Director of Operations at Charles Schwab focused on mutual funds. The Treasurer is a CPA and Managing Director at Ernst & Young, LLP, a large public accounting firm. The Secretary is General Manager for a the local energy management firm, ATS Rocky Mountain. The Communications Director is owner of BE EZ Consulting, who focuses on small business growth by implementing fractional CFO.

2. All members of the NSA Board of Directors actively identify and recruit potential candidates to fill upcoming vacancies for the Board each year. Potential candidates are requested to complete a candidate questionnaire which is distributed the NSA members (parents, guardians and staff) prior to "Meet the Candidates" meetings with the teachers/staff and then with the NSA members at large. The Board then completes its election process in accordance with the Board of Director Bylaws.

3. iii) Each year, the NSA Board of Directors meets to complete a self-evaluation, performs a review of the Board of Directors Bylaws, performs a review of the Governing Board of Directors Policy Manual, and complete an annual Strategic Plan for the next fiscal year. Each of these documents can be provided as necessary for further review.

4. The NSA Board of Directors meet on at least a monthly basis. During these meetings, the Board reviews its progress relative to its committees and relative to its Strategic Plan. Additionally, the Board provides an opportunity to the Principal to provide updates as desired by the Principal or directed from the Board. The Board also comes together for Working Sessions as necessary to address any matters needing further attention or timely resolution. When needed, the Board may also go into Executive Session to discuss matters it believes should be discussed without public witness including personnel decisions, matters related to individual students, and to receive legal advice. No decisions are made by the Board during Executive Session.

5. The NSA Board of Directors has five members that meet at least monthly. Agendas for all meetings are posted on NSA's main entry door and are open to the public. All meetings have a minimum of three Directors in attendance and all decisions are made via a quorum following discussion and input by all members of the Board.

6. The NSA Board of Directors performs, at a minimum, an annual review of the Principal. This review consists of teacher/staff interviews, a self-evaluation by the Principal, a formal written evaluation by the Board of Directors, and a meeting between the Board of Directors and the Principal to discuss all details completed during the evaluation process, as well as the Principal's goals and desired outcomes for the following school year. The formal written evaluation by the Board of Directors is maintained on the Board's Sharepoint and can be provided upon request.

The Board of Directors meets every month for an open-forum meeting and conducts additional work sessions and executive sessions, as needed. The meeting date and time will be posted on

the NSA website.

How to Contact the Board

1) E-mail: Our e-mail address is board@nstaracademy.org. This email goes directly to the five board members. It does not include administration or staff. Emails for individual board members are listed on the Directors page.

2) Board Meetings: Monthly board meetings, by law, are open to the public. The meeting dates and agendas are always listed on our Meetings page.

How to Make a Public Comment

Board meetings are "private meetings held in public" that follow the Colorado Sunshine laws for open meetings. There is a public comment section on each agenda, and any person who attends a meeting may comment. We encourage anyone wishing to address the board with comments or questions to come and do so during this time — usually at the beginning of the meeting. The board is not required to answer questions during this time, and we ask that you limit your comments to 5 minutes per person. Board Work Sessions do not have a public comment section.

How to Join the NSA Board

The NSA Board consists of five Directors that each serve a three year term. Elections are held annually in March. Details about the election process, including nomination applications, can be found on the Elections page. Documents to review include the NSA Board of Directors Policy Manual and Bylaws.

Transparency

NSA is a charter public school and follows all state and federal policies to operate its school.

Board Bylaws

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://4.files.edl.io/8e2f/07/18/22/153928-f8ɛ

Attachments
Section 1: 3.1 Board Capacity

| 1.1 | [Board Policy](#) | Hossfeld, Kendra, 8/31/23 7:50 PM | PDF / 917.591 KB |

4. Access & Equity

1.4.1 Special Education

Special Education

a) Describe the steps the school takes to identify students in need of Special Education services.

With the guidance of Federal Laws of IDEA (Individuals with Disabilities Education Act) and State Laws and Regulations of ECEA (Exceptional Children's Educational Act), North Star Academy developed a process for each area of concerns for teachers to follow. We also consider each student's needs unique and may require some adjustments with the steps to follow. Parental requests are also considered.

A. **General Intelligence / Cognitive** – concern about attention, behavior, short- and long-term memory, speed of processing and working memory, executive function.
B. **Social and Emotional Status** – concern about behavior, attention, anxiety, depression
C. Consult with Admin and document intervention.
D. The Classroom Teacher will ask permission from the parent to allow the School Psychologist to observe the student inside the classroom and let the School Psychologist know when the parent gives the approval.
E. **Communicative**

1. **Concern for Articulation, or any other oral communication issue**

a. Consult with Admin and document intervention.
b. Teacher can directly consult the Speech Pathologist
c. Speech Pathologist will call/email the parent for permission to administer screening.
d. If the student performs at a low level on the screening, the Case Manager will call for a SPED Referral Meeting to discuss the possibility of a formal assessment.

1. **Language Concern**

a. Consult with Admin and document intervention.
b. Teacher can directly consult the Speech Pathologist and then inform the parent.
c. RTI Team may refer a student from a Tier 3 Intervention to the Speech Pathologist
d. Speech Pathologist will screen the student with the parent's permission and will/will not refer formal SPED Communication Evaluation based on the screening results.

A. **Educational** - concern of suspected learning difficulty

1. Consult with Admin and document intervention.
2. RTI Team may refer a student from a Tier 3 Intervention to the SPED Case Manager
3. SPED Referral Meeting – The team will determine if assessments are appropriate at this time.

A. **Physical** – concern about sensory, fine, and gross motor skill, handwriting and visual integration.
    1. Consult with Admin and document intervention.
    2. The Classroom Teacher can directly consult the Physical Therapist on the current classroom situation.
    3. The Classroom Teacher will ask permission from the parent to allow the Physical Therapist to observe the student inside the classroom and let the Physical Therapist know when the parent gives the approval.
    4. The Physical Therapist may require a work sample by the student from the Classroom Teacher to consult an informal assessment.

A. **Health** – Any health concerns, the Classroom Teacher can directly consult the school/district nurse.
    1. Consult with Admin and document intervention.

b) Describe the special educational programs and range of services the school provides for identified students.

North Star Academy provides mild to moderate special education programming. Special education services include specialized instruction, speech language services, social/emotional skills development, and physical therapy that assists students in developing skills and learning behavior which enable him/her to benefit from general education program. Delivery of service is through collaboration, consultation, differentiated instruction, materials modification, small group instruction and/or direct instruction within the special education setting. Levels of support for In-class/Indirect Support from Special Education Teacher or Educational Assistant works in the general education classroom to provide additional accommodations including small group support/instruction and testing accommodations. Pull-Out/Direct Support where students travel to the resource room/designated room to get more direct instruction from Special Education providers such as Special Education Teacher, School Psychologist, Speech Language Pathologist, and Physical Therapist. Students in this special education setting receive support based on their Individual Education Program (IEP) in order to progress in the state education requirements/standards and grade level expectations.

RTI/MTSS

See RTI Flowchart

NSA has a full time RTI specialists, four RTI tutors, one behavior coach, part time counselor and a school psychologist that help with most behavior interventions.

RTI Behavior flowchart:
https://drive.google.com/file/d/1p9Hwkd59W-sybUEhSWpJY_8CQd7tIXYj/view?usp=sharing

Protocol for NSA on Bullying

Staff is alert and looking for bullying in our building at all times. When/if any suspicious activity is detected they are directed to call/text myself (Behavior Coach) or any staff in the building immediately so that we can stop the behavior and to help the students understand what bullying is and how to deal with it.

Anti Bullying Program

When we/I notice or am informed of a possible bullying situation there are several steps our team takes to resolve the situation.

1. Our designated anti-bullying team is our Mental Health Team.

2. Our Character building activities are as follows: Our Mental Health Team will provide presentations on Friendships, Kindness and Conflict Resolution (Problem Solving). We provide each class 2 presentations per year. Since we are a school of character we also have a theme each year that we use our leadership team to put on an assembly each year. This word or theme is picked the prior year so as soon as school starts we are talking about this skill. Next year is Gratitude.

3. Our student survey is sent out to students each year to voice their opinions and to be heard by administrators.

4. First and foremost parents are notified in a Bullying situation. NSA will Educate the students involved on what bullying is by utilizing a visual guide,created by a former Ph.D School Psychologist that worked for NSA. This document breaks down and helps students identify the differences between rude, mean and bullying behavior. It also helps them identify what good, kind behavior looks like.

5. We show students what the bullying cycle looks like from the Olweus Bullying Prevention Program developed by Dr. Dan Olweus, a leading international bullying expert. This program has been adopted by many schools nationwide.

6. Restorative Circles are then utilized to help communicate hurt feelings, feelings of jealousy, insecurities etc. that may be driving unkind behavior. This strategy has been shown to help our students feel they can be heard and hear others with a safe adult who can help mediate the conflict. All of this is monitored and overseen by our School Psychologist and/or Administration.

7. Our Behavior Coach monitors the situation and follows up with students to make sure it does not continue and everyone feels safe again.

8. If the conflict or bullying behavior continues the situation is brought to Administration which will lead to parents being notified and sometimes pink slip which is added to our tracking system (IC) for us to be able to closely monitor the situation.

9. With 3 Pink Slips the student will be suspended at the Administration's directive.

10. Education from our Mental Health team is added to help the student continue to learn how to better handle driving factors in the behavior.

11. Our school also has a SRO (Security Resource Officer) full time in our building who educates our students on several Bullying Prevention Programs. He walks through our building and on the playground and notifies us of any behavior he sees that might be suspicious and talks to students himself as well.

Attachments
Section 1: 4.1 Special Education

| 1.1 | [SPED Process](#) | Hossfeld, Kendra, 8/31/23 8:06 PM | DOCX / 15.243 KB |
| 1.2 | [RTI Flowchart procedure](#) | Hossfeld, Kendra, 8/31/23 8:06 PM | PDF / 387.112 KB |

2.4.2 English Language Learners

English Language Learners

NSA is proud to have students at our school that represent 19 different languages. Foreign language is one of our differentiators and we believe this is why we have such a diverse student population at NSA.

a) Describe the steps the school takes to identify English Language Learners (ELL) and programs.

1. Registration card includes a language other than English in the Home Language Survey section.

If the student was previously at an in-district DCSD school and his/ her name appears on our roster, we can see if the student was identified as an active English Learner, a monitored English Learner, or a PHLOTE student (Primary Home Language Other Than English, but English skills are strong enough so the student is not identified as an English Learner).

If a new student does not appear on our roster and/ or comes from a school outside of DCSD, we administer the WIDA Screener, even if there is documentation in the cumulative file of prior language testing.

2. Administer the K-12th grade WIDA Screener language assessment (listening and speaking only to 1st semester kindergarten students; listening, speaking, reading, and writing to 2nd semester kindergarten students and older). The WIDA Screener is 1:1 and not online for kindergarten and 1st semester 1st grade students. It is online for 2nd semester 1st grade students and older.

3. Fill out a district pipeline request. The district pulls statewide data to show if a student was previously identified as an English Learner outside our school district. Regardless of the answer, we are required by DCSD to still administer the WIDA Screener.

4. Family language interview- we are required to call all families of students we test, using an interpreter if needed. The district provides questions about home language use and prior schooling that we ask.

5. Based on the WIDA Screener score, pipeline request information, and family language interview, the student is either not identified as an English Learner or identified as NEP (Non-English Proficient) or LEP (Limited English Proficient).

6. Notify parents.

7. Create an English Language Development Plan (ELDP) with measurable goals and student outcomes. We communicate the goals to parents, using an interpreter if need be, and obtain signatures. Sometimes we meet with parents during conferences to obtain signatures and discuss goals.

8. We work with NEP and LEP students 2x/ week.

9. All NEP and LEP students take the ACCESS language assessment (Assessing Comprehension and Communication in English State-to-State for English Language Learners) annually in January/ February.

10. Our ELL coordinator is also a State and District trainer, offering many classes for teachers to get their certifications. She has developed a customized program for all of our ELD students and I believe this is why we have such high growth among the ELD student population.

Attachments
Section 2: 4.2 English Language Learners

– No Attachments –

5. Fiscal Performance

1.5.1 Financial Framework

Please see attached documents.

Attachments
Section 1: 5.1 Financial Framework

1.1	No Title	Thompson, Heidi, 9/1/23 4:19 PM	XLSX / 224.6 KB

2.5.2 Financial Audit

Please see attached documents.

Attachments
Section 2: 5.2 Financial Audit

2.1	FY21-22 Audited Financial Statements	Thompson, Heidi, 8/31/23 12:11 AM	PDF / 909.434 KB

3.5.3 Budget Information

Please see attached documents.

Attachments
Section 3: 5.3 Budget Information

3.1	Cash Flow Statement	Thompson, Heidi, 9/1/23 5:01 PM	XLSX / 10.345 KB
3.2	Fiscal Performance Narrative	Thompson, Heidi, 9/1/23 4:21 PM	DOCX / 13.384 KB
3.3	5 Year Budget Projection	Thompson, Heidi, 8/31/23 1:47 AM	XLSX / 26.886 KB

6. Five Year Planning

1.6.1 Enrollment

NSA Enrollment

We plan on seeing no increase in enrollment PK-8.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
PK	30	30	30	30	30
K	80	80	80	80	80
1	84	84	84	84	84
2	84	84	84	84	84
3	84	84	84	84	84
4	81	81	81	81	81
5	81	81	81	81	81
6	72	72	72	72	72
7	72	72	72	72	72
8	63	63	63	63	63
9	N/A	N/A	N/A	N/A	N/A

10	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
11	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
12	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
TOTAL	**731**	**731**	**731**	**731**	**731**

Attachments

Section 1: 6.1 Enrollment

– No Attachments –

2.6.2 Facility

Facility

Each year we Identify Facility Projects and submit them to the District. The tier system gives a project description, and estimated cost. We have a repair and replacement fund that we contribute to each year ensuring that we have sufficient funds to pay for facility needs. In order to accommodate the new free lunches proposition, we needed to build a kitchen without any funding from the State. We are in the process of building now and will use foundation money to pay for it.

Facility Plan	ESTIMATED COST
Boilers	
Water Heater - Janitor Closet	$10,000.00
Water Heater - Main restrooms (by library)	$10,000.00
Playground Area	
Playground Equipment Replacement (spider web and monkey bars)	$25,000.00
Playground Concrete	$75,000.00
AC Units	
Cafeteria Replacement	$20,000.00
Gym Replacement	$20,000.00
2nd Grade Classroom replacement	$11,000.00

Patio Area	
Repairing Patio	$25,000.00
Patio Tree Area - Puddles/drainage problem	$7,500.00
Front of School	
Holes in walls due to woodpeckers-Front school area, kindergarten area, art/music area	$12,500.00
Sidewalk concrete damage (front of school)	$7,500.00
Lifted concrete by kindergarten area (tree damage sidewalk entrance)	$3,500.00
Outdoor elevator lift for Nutrition Services	$40,000.00
Roof	
Roof leaks exterior and wall crack - 6 classrooms C40,C14,C51,C32,C31)	$25,000.00
Inside School / Miscellaneous	
New Water Fountains - MS bathroom, 2nd grade bathroom	$6,000.00
Laundry Machine Replacement - Stackable washer/dryer	$2,000.00
Bathroom Stall Partitions (main restroom and kindergarten restroom)	$10,000.00
Technology	
WiFi Infrastructure upgrade wireless internet access points, and switches	$250,000.00
Replace Fire alarm System	$200,000.00

Attachments
Section 2: 6.2 Facility

– No Attachments –

3.6.3 Five Year Planning

Five Year Planning

1. We successfully added a preschool in the 2018/2019 school year. We worked with the district, state, and county to ensure we followed proper protocol and licensing requirements

to be compliant with state law. The Governance and/or Education Service Provider (ESP) structure will remain the same. NSA is not requesting expansion into other grade levels at this time.

2. Our school has made consistent growth and achievement over the past five years and will continue to set new goals to ensure we are not resting on our laurels. We are focused on teachers and helping them with the many tasks they are required to perform. The heavy workload can lead to teacher burn out. We added a full time behavior coach four years ago to help teachers with classroom management and this has been very effective. We also decided to add additional leadership tasks to three principal licensed teachers. They are called accountability coordinators. This will help ensure we keep our healthy culture.

Accountability Coordinator Roles and Responsibilities

Teacher #1:

· Arranging subs for NSA teachers second quarter

· Spearhead school wide accountability initiative (discipline, uniforms, due dates etc.)

· Ensure consistent and aligned NSA policies

· Work with teachers to develop a way to make all the learning plans easier to manage

Teacher #2:

· Arranging subs for NSA teachers third quarter

· Analyze NSA data and determine student academic skill gaps

· Help teachers understand how to close the gaps by looking at curriculum and instruction

· Organize tow village meetings to get parents involved

Teacher #3:

· Arranging subs for NSA teachers fourth quarter

· Spearhead Character Education

· Spearhead Service Learning

· Help Foundation with Sponsorships and getting community and parents involved

Attachments
Section 3: 6.3 Five Year Planning

– No Attachments –

Optional: Supplementary Information

1.Supplemental Body of Evidence

We do not feel as though we need to provide a supplemental review based on our data.

Attachments
Section 1: Supplemental Body of Evidence

1.1	No Title	Hossfeld, Kendra, 9/1/23 8:18 PM	PPT / 2.515 MB

2.COVID Response

Our COVID response was well developed based on data and well received. I attached our plan with more details. We returned to in person instruction for all families who wanted this option. We also provided a remote option for all families who wanted the option to stay home. We stayed focused, relied heavily on data, surveyed all stakeholders, focused on what is best for students and avoided everything political. We had great success and felt very proud of our academic growth and achievement based on CMAS scores. I got food trucks and coffee carts each month for staff morale. I met with my high anxiety staff members daily to make sure they were still comfortable with the plan. I had 100% buy in form my staff. We provided effective layers of mitigation and the most effective one was communicating with parents on a daily basis. NSA did not have a single school wide closure which was determined by tri county health. At the end of the year we played the Rocky theme song because it took an enormous amount of work to accomplish what we did. I was nominated by my teachers for the charter leader award.

Attachments
Section 2: COVID Response

2.1	COVID supporting school plan	Hossfeld, Kendra, 8/31/23 1:51 AM	DOCX / 33.252 KB
2.2	COVID Data	Hossfeld, Kendra, 8/31/23 1:48 AM	DOCX / 13.578 KB
2.3	COVID Procedures	Hossfeld, Kendra, 8/31/23 1:47 AM	DOCX / 20.706 KB
2.4	COVID Return to School Plan	Hossfeld, Kendra, 8/31/23 1:45 AM	PPT / 1.569 MB