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Seven Hills Preparatory Academy 2021-22 Annual Report

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SEVEN HILLS
PREPARATORY ACADEMY

School Mission

Seven Hills Preparatory Academy engages students in a rigorous Classical education, designed to prepare each one for strong citizenship and life-long learning.

Vision Statement

Recognizing each student's right to pursue academic and personal excellence, Seven Hills:

- Provides a caring and structured, inclusive and welcoming, small-school environment
- Maintains high expectations for all community members to practice and model
- Inspires critical thinking, creativity, and an appreciation for beauty through active implementation of the Core Knowledge curriculum within a Classical Education Model
- Promotes strong character values: CARES (Cooperation, Assertion, Responsibility, Empathy, Self-control) at the Elementary Level and TORCH (Trustworthy, Open-minded, Respectful, Compassionate, Honorable) at the Middle Level

Authorizer Information

Friends of Education

Liaison: R.E. Topoluk

11100 Wayzata Blvd. Suite 800

Minnetonka, MN 55305

info@improveK-12education.org

Seven Hills Preparatory Academy ("Seven Hills") first executed its Charter School Contract with Friends of Education ("Friends") on August 26, 2006. The school completed its third year of a five-year renewal contract with its Authorizer. Per the renewal agreement, Friends continues to monitor the school's operations in three critical areas: academic performance, financial reporting and legal compliance. The monitoring program is described below.

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ACADEMICS

SHPA believes the best Classical teaching and learning fosters disciplined thinking, robust debate, and the joyful pursuit of a hard-earned wisdom.

Academic Performance

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

Testing

Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in the Charter School Contract with Seven Hills. Generally, however, testing data is reviewed quarterly to ensure that Seven Hills' goals are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance. Seven Hills' academic, student and school-wide goals are set forth in the school's authorizer agreement and for the 2021-22 school year were as follows:

Goal I: State Assessments (50% weight)

Sub Goal I.1: Absolute Proficiency.

- *World's Best Workforce Charter Contract Target: All third-graders can read at grade level.*

At the conclusion of FY2023, the LEA's third-grade proficiency rates (students who meet or exceed standards) for the most recent four years will average no less than 10 points higher than the state average in reading, or each year at least 90% of the 3rd-grade

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students will be at grade level-proficiency on a standardized literacy benchmark assessment.

- Each year, the LEA proficiency rates will exceed the state-average proficiency rates for the same grades served by the LEA in math, reading, and science.

Sub Goal 1.2: Comparative Proficiency – District. Each year, the LEA will demonstrate higher school-wide proficiency rates than either the Bloomington or Richfield school districts, for the same grades served, for each reading, math, and science.

Sub Goal 1.3: Growth. As published by the Minnesota Department of Education, each year: either the LEA's growth z-score will exceed the state-average z-score in each reading and math; or the LEA's on-track growth will exceed the state-average on-track growth in each reading and math; or the LEA's average percentage of students who maintained or improved achievement levels will exceed the state-average.

Sub Goal 1.4: Achievement Gap Reduction.

World's Best Workforce Charter Contract Target: All racial and economic achievement gaps between students are closed.

- Each year, for each subgroup other than English Learners, for which the LEA had publicly-reportable / sufficient counts: the LEA's proficiency rate will exceed the state-average proficiency rate for the subgroup for each reading and math.
- English-Learners: As published by the Minnesota Department of Education, for each year the LEA has publicly-reportable / sufficient counts of English-Learner students: the LEA's English Learners will average higher progress towards target than the statewide average, and the LEA's percentage of English Learners who met or exceeded their targets will exceed the statewide average.

Goal 2: Nationally-Normed Assessment (20% weight)

World's Best Workforce Charter Contract Target: All students are ready for career and college.

Each year, the LEA will administer a nationally-normed assessment in at least 5th and 8th grades. Each year, the LEA's percentage of 5th and 8th grade students who meet or

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exceed the national comparison group average for their respective grade, will exceed 50%.

Goal 3: Ready for School (20% weight)

World's Best Workforce Charter Contract Target: All children are ready for school.

Each year, by February 1st, 60% of all LEA's kindergarten students continuously enrolled since the first day of school will be able to identify all 26 upper and lower case letters and 80% will be able to count to 30.

Goal 4: School Culture (10% Weight)

Sub-Goal 4.1: Professional Development. At least 100% of all staff employed for at least one academic year shall receive professional development each year, as demonstrated by LEA records.

Sub-Goal 4.2: Stakeholder Satisfaction. Each year, the LEA will administer both a staff and parent survey, and at least 80% of staff and parents returning the survey will indicate overall satisfaction with the LEA.

Sub-Goal 4.3: Attendance. Each year, the LEA will achieve a higher rate of consistent attendance than the state average. Consistent Attendance means students who attend more than 90 percent of the time the student is enrolled.

Site Visits

Friends' engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the Executive Director, Principal, business manager, selected school teachers, students, and available parents/guardians and board members. Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by Friends of Education general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensure requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, Special Education requirements, financial controls, and open enrollment processes.

Department of Education

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Friends has asked that the Minnesota Department of Education inform Friends if Seven Hills is not reporting properly and to share copies of all pertinent correspondence between Seven Hills and the MDE. Friends' adopts a similar procedure regarding compliance with local, State and Federal laws.

Annual Reports

Friends' requires that Seven Hills prepare an Annual Report which details the school's evaluation of meeting each of its academic performance goals. Friends' monitors the implementation of the academic program at Seven Hills. Friends' also implements a support network for the schools it authorizes as a means of mutual support and problem solving.

FINANCE

*SHPA believes in the prudent stewardship
of taxpayer funds and the judicious
allocation of financial resources among
all stakeholders to ensure the long-term
viability and stability of the school.*

Financial Operations

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

Financial Statements

Prior to June 15th of each year, Seven Hills must submit to Friends an annual budget which has been adopted by the School Board. Seven Hills must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved.

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Independent Audit

By December 15th of each year, Seven Hills must submit to Friends its independent audit report, with any school management response due to Friends on or before January 1st. Seven Hills' annual independent audit report for FY22 will be completed by December 2022.

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members provide opportunities to review financial operations.

Prior to June 15th of 2022, the administration and the school's business manager prepared and presented the school's budget to the school's Board of Directors. Upon review of the budget, the Board of Directors approved, adopted and submitted the FY22 budget to its authorizer, Friends of Education. Additionally, Seven Hills submitted monthly financial statements, including cash flow projections, to its authorizer. The financial statements contained budget and actual expenses and included explanations for all items exceeding budget and the manner in which the excess items would be resolved.

Governance, Reporting and Legal Compliance

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

Governance

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

Remediation

Should Seven Hills fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions including:

- Friends notifies the school leader or board chair of areas of concern.
- Friends formally notifies the school board of areas of concern and may ask that the school board develop a performance improvement plan.
- Friends initiates a notice and action plan whereby Friends states its intention to revoke authorization.

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Friends of Education complies with all state requirements regarding authorization withdrawal.

STAFFING

SHPA believes recruiting, developing, and retaining exceptional administration and staff is essential for instilling a shared passion and vision for meaningful teaching and learning.

Governance

2021-22 Board of Directors

Name	Address	Phone	Email
Lisa Barnidge (Chair, Parent) Elected	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	lbarnidge@shpamn.org
Renson Anjere (Vice Chair, Community) Appointed	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	khubertus@shpamn.org
Mike Meyer (Treasurer, Community) Elected	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	mmeyer@shpamn.org
Molly Lee (Secretary, Parent) Elected	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	mlee@shpamn.org
Leah Lellman	8600 Bloomington Ave. S.	952-426-6000	llellman@shpamn.org

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(Teacher) Elected	Bloomington, MN 55425		
Kelly Ryan (Teacher) Elected	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	kryan@shpamn.org
Marla Martin (Parent) Appointed	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	mmartin@shpamn.org
Martine Walker (Teacher) Elected	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	mwalker@shpamn.org
Wes Whalberg (Parent) Elected	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	wwhalberg@shpamn.org
Janeen Raaen (Parent) Appointed	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	jraaen@shpamn.org

Carl Schlueter, Executive Director, Ex-officio member

The School Board meets monthly on the first Thursday of each month, unless rescheduled. Minutes of the Board of Directors are submitted to Friends of Education and are posted to the school’s website, as are requisite financial documents. Copies of all minutes and financial reports are maintained in the main office of the school. The By-Laws call for May board elections and new school board members are required to receive school board training in the area of governance and finance.

Bloomington Campus Teaching Staff 21-22

	File Folder Number	Comments:
Gifted and Talented		
Kris Smith (and EL)	383754	Returned
Literacy Specialist:		
Jennifer Rubey	394810	Returned
Rebecca Thompson	501829	Returned
Ania Wrase	446477	Returned

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Kindergarten:

Nicole R. Peterson	427865	Returned
Celeste Wiederholt	381944	Returned
Lindsey Sinclair	471923	Returned
Johanna Schmitt	476497	Returned

First Grade:

Amanda Gideon	429725	New
Brooke Steiner	439959	Returned
John Whitebread	459332	Returned
Traci Flicek	393857	Returned

Second Grade:

Rachel Rosenblum	491707	Returned
Megan Doust	387162	Returned
Jessica Kissner	492639	Returned
Lanie Flint	435538	New

Third Grade

Courtney Krefting	506040	Returned
Jennifer Lockhart	481049	Returned
Ashley Rynda	475958	Returned
Kristina Haas	463008	Returned

Fourth Grade

Pam Gabriel	438834	Returned
Amy Munsinger	381168	Returned
Chris Bambenek	491253	Returned
Claire Patnaude	488835	Returned

Fifth Grade

Shelly Meier	421276	Returned
Jerry Popowski	412974	Returned
Barbara Wessman	442478	Returned

Visual Arts

Malorie Binn	455184	Returned
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Physical Education

Jason Buch	437044	Returned
Brody Thomas	486798	Returned

Music

Sheryl Brame	335567	Returned
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Special Education

Erin Bohler	437913	Returned
Susan Stalock	447328	Returned
Diana DiPalermo	103432	Returned
Cassie Lepp	468973	Returned
Sydney McMullen	1008139	New

English Learner

Jenny Paxton	489215	Returned
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Latin

Annica Ahlstrom	496145	Returned
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Media

Sierra Emison	504015	Returned
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Math Specialist

Kelly Ryan	423709	Returned
Patty Breffe	337987	Returned

Assistant Principal

Joanie Jeffrey	427909	Returned
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Counselor

Karissa Larson	460272	Returned
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Behavioral Specialist

Marco DeLoya	940310	Returned
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Bloomington Campus Principal

Brent Peterson	477413	Returned
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Richfield Campus Teaching Staff

	File Folder Number	Comments
<i>Replication Program</i>		
Kindergarten		
Martine Walker	459868	Returned
Julie Slayton	478122	Returned
First Grade		
Julie Wrzesien	439023	Returned
Dana Banitt	463466	Returned
Second Grade		
Hadley Sayotovich	481367	Returned
Justin Theodotou	497344	Returned
Third Grade		
Mariele Dobbins	461204	Returned
Brigitte Smisek	346118	Returned
Fourth Grade		
Ruth Hansen	416221	Returned
Jordan Smith	485797	Returned
Literacy Specialist		
Kim Grutsch	492339	Returned
Math/Literacy Specialist		
Carlos Stewart	501573	Returned
Math Specialist		
Emily Geraghty	493786	Returned
Special Education		
Sianna Morelli	485119	Returned

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Samantha Willman	507226	Returned
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Middle School Program

Mathematics

Leah Lellman	397704	Returned
Tom Cathers	441246	Returned
Josh Barth	498607	Returned
Vaneshia Morgan	504176	Returned

Social Studies

Ben Wanggaard	437505	Returned
Ryan Grutsch (AP)	434703	Returned
Kyle Krueger	441979	Returned
Chris Plog	499962	Returned

Language Arts

Nikki Sequoia	474757	Returned
Amanda Jensen	454478	Returned
Heather Enke	508041	Returned
Molly Doyle	487126	Returned

English Learner

Maxine Abernathy	436824	Returned (ES & MS)
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Science

Chris Lamprecht	421490	Returned
Nicole Hoffman	470605	Returned
Maureen Campbell	496122	Returned

Music

Todd Mulder	487716	Returned
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Physical Education

Samantha Strachan	N/A (no Health candidates)	Paraprofessional
Bryce Garvey	508033	Returned
De Hanuman	458704	Returned

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Art

Kate Ladwig	499468	New
Elementary Troy Mattson	1006023	New

Latin

Irene Anastazievsky	1005210	Returned
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Special Education

Laura Christoff-Doyle	252620	Returned
Jeanette Andrade	446124	Returned
Alex Herrera	505551	Returned
Gust Eddie Holmvig Johnson	1008090	New

Counseling

Brittany Keating	504785	Returned
Mende Symington	507015	Returned

Richfield Campus Principal

Carolyn Farrell	386644	Returned
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Special Education Director

Kate Docken (LEA)	446124	Returned
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Executive Director

Carl Schlueter	511595	Returned
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Seven Hills’ teachers are deemed highly-qualified and all students receive equitable access to high-quality instructors through an equitable process of classroom roster creation in Grades K-5 and grade-based scheduling in Grades 6-8. Apart from performance-based gifted-and-talented instruction in Grades 3-5 and ability-based classes in Mathematics and Latin in Grades 6-8, all students receive equal access to high quality teachers. As described elsewhere in this report, determination for placement in the gifted-and-talented program as well as in Advanced Mathematics courses is based on a careful data-driven review, which includes standardized testing and interim assessments, in addition to grade reports and teacher input. Also referenced in this report are strategies and measures that provide targeted supports to students in the form of remedial assistance as well as further enrichment to ensure all students receive equal opportunities to high-quality teachers and programs to meet and exceed academic standards.

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DIVERSITY & INCLUSION

SHPA believes in the inherent value of an inclusive learning environment where students and staff from all backgrounds work hard to prepare for a diverse world in which they make lasting contributions.

School Profile

LEA Student Enrollment and Demographics

Enrollment

Kindergarten:	134	(6 sections)
First Grade:	147	(6 sections)
Second Grade:	148	(6 sections)
Third Grade:	145	(6 sections)
Fourth Grade:	130	(6 sections)
Fifth Grade:	132	(5 sections)
Sixth Grade:	108	(4 sections)
Seventh Grade:	87	(4 sections)
Eighth Grade:	85	(4 sections)

TOTAL 1,116

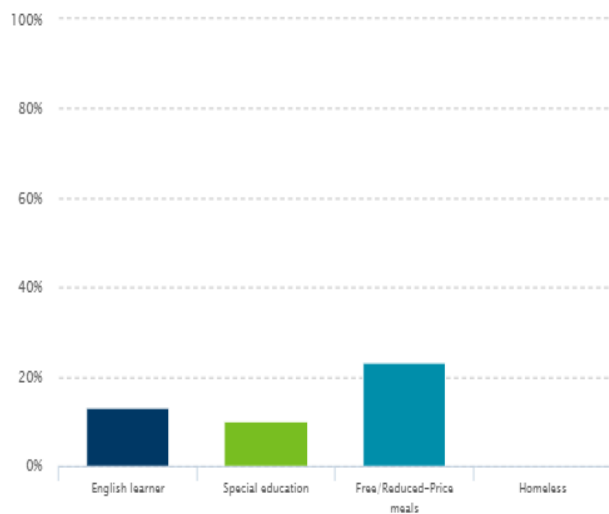
Free Lunch:	259 students (23.2%)
English Learner:	145 students (13%)
Special Education:	114 students (10.2%)
Homeless	0 student (0.0%)

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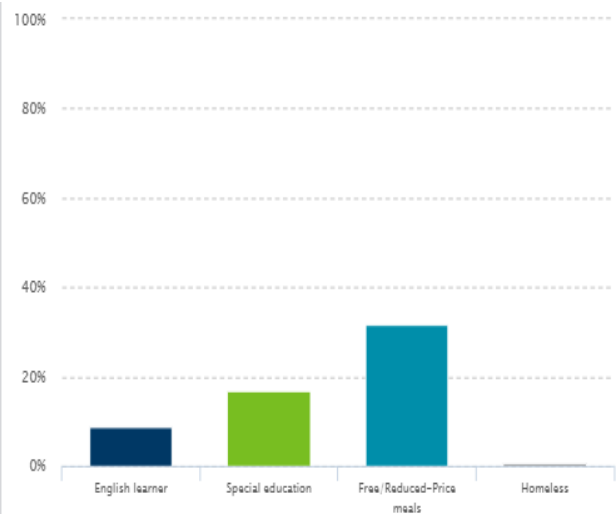
American Indian: 2 students (0.2%)
 Asian: 177 students (15.9%)
 Pacific Islander: 1 student (.1%)
 Hispanic: 133 students (11.9%)
 Black: 194 students (17.4%)
 Two or More Races: 81 students (7.3%)
 White: 528 students (47.3%)

**LEA School Student Demographics:
Seven Hills Preparatory Academy**



	Count	Percent
English learner	145	13.0%
Special education	114	10.2%
Free/Reduced-Price meals	259	23.2%
Homeless	0	0.0%

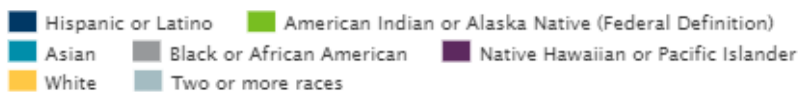
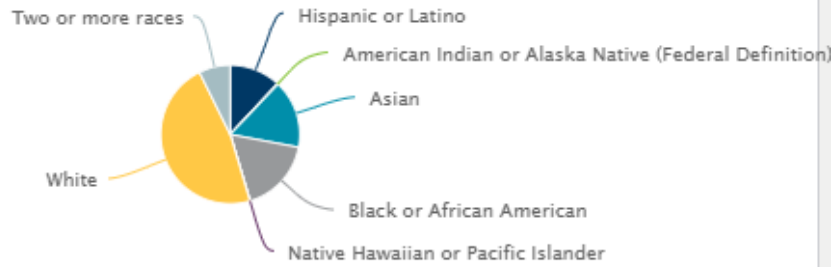
State of Minnesota



	Count	Percent
English learner	77,473	8.9%
Special education	147,063	16.9%
Free/Reduced-Price meals	274,886	31.6%
Homeless	7,235	0.8%

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Race/Ethnicity	Count	Percent
Hispanic or Latino	133	11.9%
American Indian or Alaska Native (Federal Definition)	2	0.2%
Asian	177	15.9%
Black or African American	194	17.4%
Native Hawaiian or Pacific Islander	1	0.1%
White	528	47.3%
Two or more races	81	7.3%
All students	1,116	100.0%

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Seven Hills' academic, student and school goals, are set forth below in the *Accountability Measures, Data and Strategies to Meet Student Needs* section of this report. Each of the stated goals is followed by a brief discussion, including supporting data, of the school's successes and progress towards meeting those goals in 2021-22. Seven Hills presents this information to the extent it is available and possible following the statewide measures affecting assessments as a result of the pandemic. Seven Hills prides itself on its strong teacher coaching, observation, and evaluation process and attributes much of its success to the expert training and meaningful professional development that it has put in place to support individual teacher growth, high-functioning teams, and overall instructional mastery.

One of the main factors for Seven Hills' overall success is the entire community's support of a rigorous, structured, and disciplined academic program, driven by data and informed by assessment. Teachers and staff partner with students and families in a cooperative effort to support progress. Teachers adapt curricular areas and modify strategies to meet individual student needs while maintaining congruence with the curriculum map and alignment to Minnesota State Standards. Through communication concerning areas of strength and growth, teachers and staff engage students and families in a shared process of learning.

Additionally, all students are seen as deserving of high expectations that offer challenges matched with supports to help them achieve to the best of their individual abilities. The community upholds its mission and values through equity efforts dedicated to helping each student meet or exceed grade-level proficiency. Embedded in its academic programming, Seven Hills offers a robust enrichment model designed to accommodate both remediation and gifted & talented needs through individual and small group interventions and instruction.

Finally, Seven Hills communicates with families in the following ways: weekly updates and monthly newsletters; teacher webpages and online gradebooks; semi-annual conferences, parent/guardian sessions; town halls in the fall and spring; fall, winter and summer open houses. Those events that typically take place in the spring were conducted virtually. Seven Hills has also begun providing childcare for its evening school events, including for its parent teacher association meetings. Seven Hills also makes interpreters available per request and has translated school information into other languages to ensure information is accessible for all families. Seven Hills' ongoing and increasingly targeted efforts to reach traditionally underserved families are proving effective as demonstrated by its steadily diversifying demographic, particularly in its replication program, and its continued educational successes.

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SCHOOL CULTURE

SHPA believes a vibrant Classical school culture compels strength of character, commitment to growth, and spirited cooperation among all community members.

School Curriculum

In Latin, *artes liberales* – the liberal arts – are the subjects or skills that classical antiquity considered essential for a free person (Latin: liberal, “worthy of a free person”) to know in order to fully participate in civic life. Grammar, rhetoric, and logic were the core liberal arts and other subjects were added over time. Since antiquity, civilizations have placed a high value on learning these subjects as a means of developing our own humanity and intellectual skills and of understanding our cultural heritage. At SHPA, we study liberal arts and humanities courses both within the Core Knowledge Scope and Sequence and on their own as offerings to educate the whole person. Our liberal arts courses include:

- Latin
- Literature
- Mathematics
- Arts (art, art history, and music)
- Science (life science, earth science, physical science)
- Physical Education
- Social Studies (history and geography)

The core components of Seven Hills’ educational program are described below. Each of these may be modified or supplemented according to individual student needs.

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Core Knowledge Scope and Sequence

The Core Knowledge Scope and Sequence asserts that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education, by:

- mapping out a solid and comprehensive scope of learning content to provide each student with an enriching, broad-based education that deepens as they grow;
- defining content and specifically the sequence of knowledge and skills that each student must master at each grade level to create high levels of learning mastery; and
- eliminating many of the gaps and redundancies that characterize standard curricula

Core Knowledge at Seven Hills is taught in Language Arts, Visual Arts, Music, Social Studies, and Science. Core Knowledge Science human body units for Grades K-5 are taught sequentially to build a solid foundation for state standards and assessments in Grades 6-8.

Mathematics

Singapore Math is a unique approach to teaching Math in Grades K-5 that focuses on building students' problem-solving, mental math, and high-level thinking skills. By starting with the concrete, moving to the pictorial, and finishing with the abstract, Singapore Math adds greater depth to math instruction and improves students' mastery of basic math concepts. As a result, students learn at their own level and progress at their own pace. Flexible grouping according to student performance levels allows teachers to work more closely with individual students, and students are more accountable for their own success.

Math in Focus is used in Grades 6, 7, and 8. Math in Focus was first introduced in Grade 6 in SY20 and then it was introduced in Grade 7 in SY21 and Grade 8 for the SY22. Math in Focus empowers students to develop the critical-thinking skills, positive attitudes, and confidence needed to continue to develop their mathematical skills for future learning. Math in Focus enhances Core Knowledge by providing a solid foundation in all areas of Math through a balance between mathematical theory and practical application, with particular focus placed on differentiated instruction. As a result, students are appropriately challenged and progress at their own pace. Flexible groupings according to student performance levels enables teachers to work more closely with each student, and thus students become more accountable for their own success. Direct instruction is clear and class resources are available online allowing for family involvement and preparation for continued success in high school.

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Language Arts

Seven Hills implements the *Scholastic Guided Reading Program* in Grades K-5, whereby teachers support each reader's development of effective strategies for processing texts at increasingly challenging levels of difficulty. Additional reading curricula in Grades K-5 includes: *Words Their Way*, Word Study (Phonics, Vocabulary, Spelling), Grammar, and Handwriting, with writing integrated in all subject areas. Classical Literature is introduced in Grades K-8 through the Core Knowledge Sequence, with additional consideration given to texts that reflect the backgrounds of all learners. Literacy Specialists offer tiered, targeted interventions to students to promote individualized reading proficiency and growth.

In Grades 6-8, Classical Literature provides the foundation for the Language Arts program, which calls for in-depth study of the Classical literature, including primary texts, found within the Core Knowledge library. Classical literature compliments the Core Knowledge sequence and aligns with the *Scholastic Guided Reading program. Strategies for Writers*, a research-based program in which students learn and develop lifelong writing skills, incorporates the *Six Traits of Effective Writing* and integrates grammar and test-writing practice. This allows students to apply specific strategies from the program to their daily class work. Analytical Grammar provides instruction in English grammar, punctuation, and usage, and covers parts of speech and various sentence structures; it also includes sentence diagramming, rules of punctuation and capitalization, and common usage errors.

Science

National Geographic Science serves as the core Science curriculum for all students in Grades K-5. Through hands-on inquiry-based activities, students explore Earth, Life and Physical Sciences. Educational technology integration includes Skype sessions with National Geographic Explorers in their fields of study. The use of technology in the sciences supports making connections to real world science exploration and research that impacts the world in which we live. Science and Social Studies are closely aligned with both the sequence of units in the *Core Knowledge Scope and Sequence* and the progression of Minnesota State Standards. For all students in Grades 6-8, the Science curriculum follows a Physical Science, Life Science, and Earth Science sequence similarly based on new State Science Standards.

History/Social Studies

At the elementary level, the core knowledge social studies curriculum aligns with the Minnesota State standards and covers the following main content units in a spiral progression of depth and complexity: Early Exploration and Settlement, Early Civilizations, Geography, U.S. History, World History, World Geography, Minnesota History, Civic

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Responsibility, and Economics. At the middle level, the 6th grade Social Studies curriculum continues the spiral progression of the elementary grades by delving into the aforementioned content in still greater depth of knowledge. In 7th grade, the primary focus is on United States History while in 8th grade the primary focus is on World History through Geography. In addition, the middle level Social Studies curriculum includes a trimester *Trivium* course that integrates the Classical subjects of logic, writing, and rhetoric with special emphasis in Logic in 6th grade, Composition in 7th grade, and Debate in 8th grade. *Trivium* is designed to improve students' critical and creative thinking, writing, and public speaking skills.

Latin Instruction

Core Knowledge holds that early elementary education is the best time to introduce the study of language structures. Language structures, in turn, serve as the foundation for understanding the complex vocabulary, concepts, and paradigms of more advanced studies. Latin instruction is taught in Grades K-5 as part of the Classical Education Model. Research supports the introduction of Latin to students starting in Kindergarten. The school's Latin program is content rich and draws from the cultural influences, texts, and history that shaped the language. In Grades 6-8, Latin continues to advance in depth and breadth as students expand their vocabulary, deepen their comprehension of the linguistic complexity, and explore the ancient cultural context from which the language originated.

Music and Visual Arts

Music and the Arts are essential complements to both the greater vision of Classical Education and to the *Core Knowledge Scope and Sequence*. An early introduction to the Arts provides Seven Hills' students with opportunities to sing, dance, listen, and act in an atmosphere that encourages participation. Seven Hills' music and visual arts programs impact the academic achievement, high level thinking, and socio-cultural awareness of students. Music and the Arts are important components of the school's mission, and exposure to diverse Music and Arts provides students with a solid understanding of history and theory as well as opportunities for projects and performances. The Music and Art programs support academic achievement, critical and creative thinking, and are essential for cultivating a well-rounded education.

Physical Education

The Physical Education program at Seven Hills in Grades K-5 is designed to reflect National Standards for growth and development in the areas of physical fitness and nutrition, social and emotional health, motor skill acquisition, and intellectual skill and concept development. Additionally, in alignment with the school's goals, each grade level has units and activities

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designed to be congruent with the *Core Knowledge Scope and Sequence* by reinforcing the concepts and vocabulary covered in core subject areas. Finally, included within the Physical Education Program in Grades 6-8 is a Health Unit, which supports student learning about health and wellness issues such as balancing a proper diet with regular exercise and sufficient sleep to support personal and social academic and behavioral growth and success. The Physical Education unit on Health also includes developmentally-based topics pertaining to personal hygiene, sexual education, gender relationships, and related social-emotional skills.

Character Education

Equal to the pursuit of a hard earned wisdom is the development of high moral character. At Seven Hills we cultivate strong citizens through the core virtues of truth, goodness, and beauty. We believe these virtues increase with the practice of our core values. Seven Hills is not only committed to academic excellence, but also strength of character based upon the Classical virtues of Truth, Beauty, and Goodness. These virtues are upheld by the core values of **C**ooperation, **A**ssertion, **R**esponsibility, **E**mpathy, and **S**elf-Control at the elementary school. Seven Hills' elementary school students and staff call these **C.A.R.E.S.** and practice showing these characteristics in our daily lives. At the middle school, character excellence is espoused by values collectively called **TORCH**: **T**rust-worthy, **O**pen-minded, **R**espectful, **C**ompassionate, and **H**onorable. Middle school students and staff similarly practice demonstrating these expectations each day. Seven Hills also acknowledges that through great literature and discussion students can effectively learn core values and Classical virtues. To reinforce character education and support social-emotional skills, Seven Hills' incorporates monthly all-school VIP assemblies and character education lessons in elementary school classrooms. At the middle school, an Advisory Program is incorporated into the daily schedule with monthly assemblies. Both programs are valuable in addressing a range of topics in small group settings, which are then incentivized and reinforced in assemblies that recognize and celebrate student character and achievement. Both programs also provide character education brochures in English and Spanish for parents/guardians to reference and use at home.

Enrichment and Remediation Program

Seven Hills' enrichment program in Grades K-5 is designed to accommodate both remediation and gifted and talented needs. Identified gifted and talented students comprise approximately 15% of students in Grade 3-5; approximately 20% of students in those same grades receiving Math or Literacy interventions. Seven Hills' staff are dedicated to bringing each child up to or beyond grade level through response to intervention models, Special Education, Child Study programs, and extended time or extended school year options. In Grades 6-8, Seven Hills provides an inherently rigorous curriculum designed to challenge all

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learners in preparation for high school, and offers programs for students in need of additional support that include: daily study hall, voluntary homework club, academic counseling, and individual mentoring.

At the start of the school year, students are identified for remedial support services using a variety of assessment data. Data from the previous year's interim assessments and MCAs is analyzed and partnered with new data from the fall collected from curriculum assessments including QRIs, Reading Benchmark Assessments, and Singapore or other math pretests. Students are then supported through the trimester as formal and informal data continues to be collected. After administration of the first interim assessments, remedial student groupings and targeted instruction are reviewed during grading and analysis meetings. As these student groupings are intentionally designed to be fluid and flexible, remedial supports may shift throughout the year. Targeted RTI supports are provided in both Reading and Math by content area specialists in addition to EL teachers and Special Education staff as necessary.

Instructional strategies include but are not limited to: grouping students through regular assessments, providing layered support in reading and math with additional minutes of instruction to support remediation and enrichment students, parent/guardian communication of goals, progress checks and assignments for skill practice, and additional support in study hall or after school. Use of more formalized RTI and CEIS models in a strong enrichment program with content specialists, combined with EL and Special Education assessments and supports, ensures Literacy and Math interventions are consistent, coherent, and effective.

Assessment

One of the key contributing factors to the continuing success of Seven Hills is the entire community's support for a lifelong-learning focused academic program that does not just collect data, but uses it to drive effective, engaging, and equitable teaching and learning.

In addition to nationally-normed tests and standardized state assessments (MCAs), student achievement is measured in a variety of ways, both formally and informally as well as formatively and summatively. Interim Assessments are administered to students in Reading, Math, and in Specialist classes in Grades K-5 while Triannual Interim Assessments are administered to students in Grades 6-8. Interim Assessments are aligned to the Minnesota Standards and Benchmarks at all grade levels. Other formative and alternative assessments such as portfolios, essays, presentations, projects, observations, quizzes, reports, surveys, and self-evaluations are used. From Kindergarten readiness to the Grades 5 and 8

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Comprehensive Testing Program, Seven Hills works to identify student strengths and growth areas related to early education success and high school, college and career preparation.

In a Data-Driven Instruction model, it is imperative for teachers to analyze, interpret, and use valid and reliable data from formative, summative, and standardized assessments. Teachers must use data effectively in order to deliver the curriculum in a way that engages all learners, challenges all ability levels, and meets remedial, enriched, and special needs. Summative assessment results supporting the ongoing success of Seven Hills are found in the academic goal sections later in this report. Assessment results that are unavailable due to the pandemic and related local administration and state reporting are thus noted in each of the academic goals below.

COMMUNITY PARTNERSHIPS

*SHPA believes civic-minded students
can help forge mutually-beneficial
relationships between the school
and the communities it serves.*

I. Educational Equity

The Minnesota Department of Education no longer providing the z-score data in the form that it once did. However, as part of its accountability efforts regarding the opportunity and achievement gaps, Seven Hills still performs growth calculations to gauge its progress toward reducing these gaps. The school is proud to have been recognized previously as a Minnesota Reward School and High Quality Charter School, and most recently, the National Blue Ribbon Award for the Bloomington Campus for high exemplary test scores (9/22/22), however, its growth and diversity has presented challenges and opportunities with respect to access, engagement, proficiency, and progress toward closing these gaps. While Seven Hills remains motivated by its past successes and committed toward reducing these persistent gaps, the school recognizes there is still much progress to be made. The primary

avenues through which we work to address the opportunity and achievement gaps include the ADSIS grant program, which supports a data-driven, tiered intervention model of academic support in Literacy and Math. The school also uses specialized screenings and assessments and its federal grant funds to advance its EL program and provide meaningful and relevant professional development for teachers. The Special Education Department utilizes innovative learning and instruction strategies to support the individualized education plans of students. Our Special Education teachers, EL Teachers, and Literacy & Math Specialists work in cooperation with grade level teachers to provide effective supports and targeted interventions. Seven Hills has increased staffing levels in each of these areas to improve its ability to deliver these services. In addition to the above-mentioned assessments, EL Teachers administer the WIDA and ACCESS to screen and test students while Special Education Teachers utilize STARS, SPIRE, and STAM curriculum and assessment to ensure the school makes AYP and the students with IEPs make progress toward their respective goals. Seven Hills has also renewed its efforts in the area of racial equity to ensure its students are represented in the curriculum, its staff reflect the communities it serves, and its policies and practices are equitable for all students, including its black, brown, and indigenous.

Seven Hills has had marked success with many of its lower-performing groups in Reading, but realize there remains opportunity for improvement with those groups, especially among EL students and students with IEPs, and particularly with lower-performing groups in seventh and eighth grade Math. A Child Study process at both the Elementary and Middle Schools offers academic counseling and mentoring programs, too. General and Special Education teachers, along with specialists, work closely with counselors and families to support student growth. Despite the unprecedented challenges presented last year, Seven Hills remained committed to guaranteeing all students had equitable access to excellent teachers and educational technology, and continued to reach out to and support all families through the various learning model changes.

2. Mathematics

One of the historically distinct challenges with the school's Math curriculum is providing the depth to number sense that the K-5 Singapore Math scope and sequence outlines, while at the same time providing sufficient opportunities for students to explore the Algebra, Geometry & Measurement, and Data Analysis strands in preparation for success in Grades 6-8, now newly aligned with Math in Focus. Administration and Math teachers have implemented a guided math style program and final implementation of Math in Focus in the middle school curriculum aligned with elementary school to help meet classroom and school goals in Math as identified in the school's data analysis.

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Math training remains an important part of the professional development calendar to ensure Math instruction builds on the deep thinking processes and good habits of discussion. This training includes back to school workshops for new and returning staff and quarterly PLC meetings to review curriculum and assessment needs through an Understanding by Design planning model. These meetings help address standardization of supplemental materials as well as scope and sequence adjustments and also provide a deeper understanding of the standards and benchmarks. As a result, teachers are well-versed in mathematical theory and better prepared to anticipate and correct common misunderstandings and misapplications by students, especially among students identified as EL and students with IEPs. Seven Hills continues to take advantage of quality professional development opportunities in Math instruction, and will continue to integrate more engaging teaching strategies including those as part of trainings in Guided Math instruction.

FACILITIES

SHPA believes in providing safe and accessible learning environments while supporting current needs and accommodating future growth.

3. Organizational Growth

Seven Hills successfully completed the expansion of its organization with the final addition of Grade 5 in 2020 to complete its Richfield Campus replication program and begin feeding its middle school from two elementary programs. The school adapted its organizational structure in tandem with its growth by developing high-functioning teams, further clarifying roles, and increasing overall staffing levels to support a larger local educational agency with three sites across two campuses. Seven Hills and its SHPA ABC, continue to work with their respective partners on financial and facility-related items, which include meeting its bond covenants, increasing its fund balance, and completing the installation of a new boiler

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system at its Richfield Campus. Seven Hills is pleased to have finished the year in a financially sound position by continuing to leverage grant funds and monitor its spending.

Seven Hills continues to celebrate and serve better its diverse student population and reflect its Classical democratic model and civic-minded mission. Seven Hills' differentiated instruction and inclusive learning model serve to increase contributing and belonging, both academically and culturally, among all students, families, and staff. The Board, administration, and staff collaborate on strategic planning and professional training that include diversity and inclusion goals and other equity efforts to ensure growth and proficiency among students of all backgrounds, experiences, and abilities. Seven Hills provides a Classical education in the Paideia tradition, with the school's mission emphasizing the preparation of strong citizens and lifelong learners. Seven Hills is committed to creating a diverse and democratic learning environment in which Classical expectations intersect with equity education, and will focus on racial equity efforts in the year ahead. Seven Hills believes that all students can learn if they work hard and receive the right challenges and supports at school and at home to embark on the joyful pursue a hard-earned wisdom.

Academic Performance

Goal I: State Assessments (50% weight)

Sub Goal I.1: Absolute Proficiency.

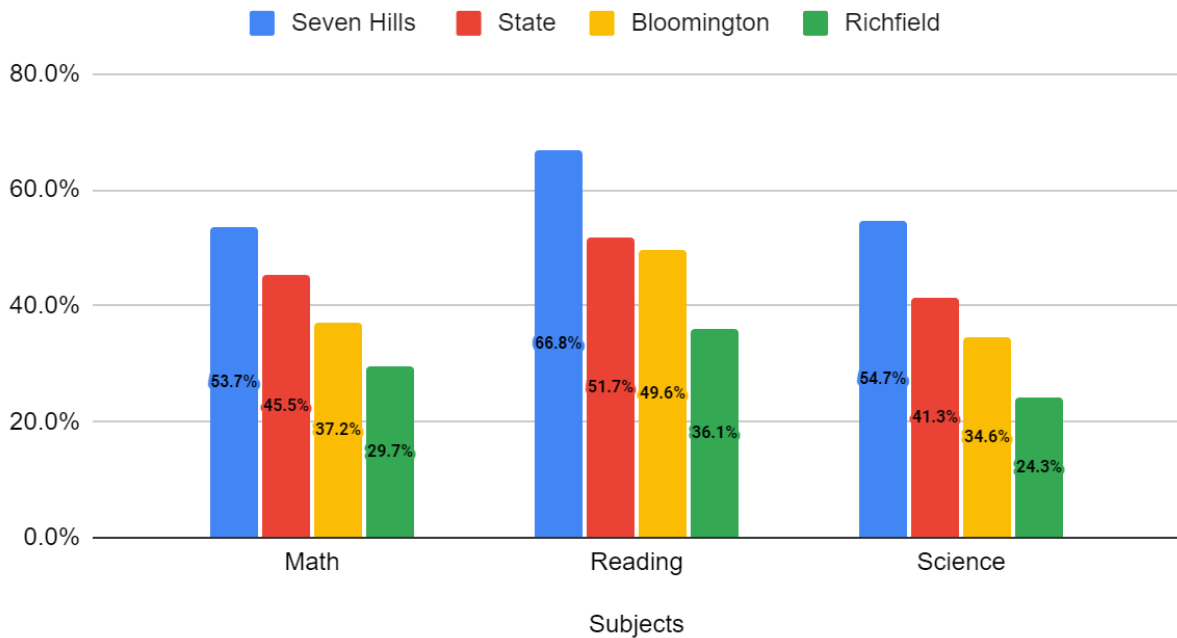
- *World's Best Workforce Charter Contract Target: All third-graders can read at grade level.*

At the conclusion of FY2023, the LEA's third-grade proficiency rates (students who meet or exceed standards) for the most recent four years will average no less than 10 points higher than the state average in reading, or each year at least 90% of the 3rd-grade students will be at grade level-proficiency on a standardized literacy benchmark assessment.

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Comparison Proficiency 2022 (Grades 3-8)



Sub Goal I.2: Comparative Proficiency – District. Each year, the LEA will demonstrate higher school-wide proficiency rates than either the Bloomington or Richfield school districts, for the same grades served, for each reading, math, and science.

- Each year, the LEA proficiency rates will exceed the state-average proficiency rates for the same grades served by the LEA in math, reading, and science.

This sub goal was met this year.

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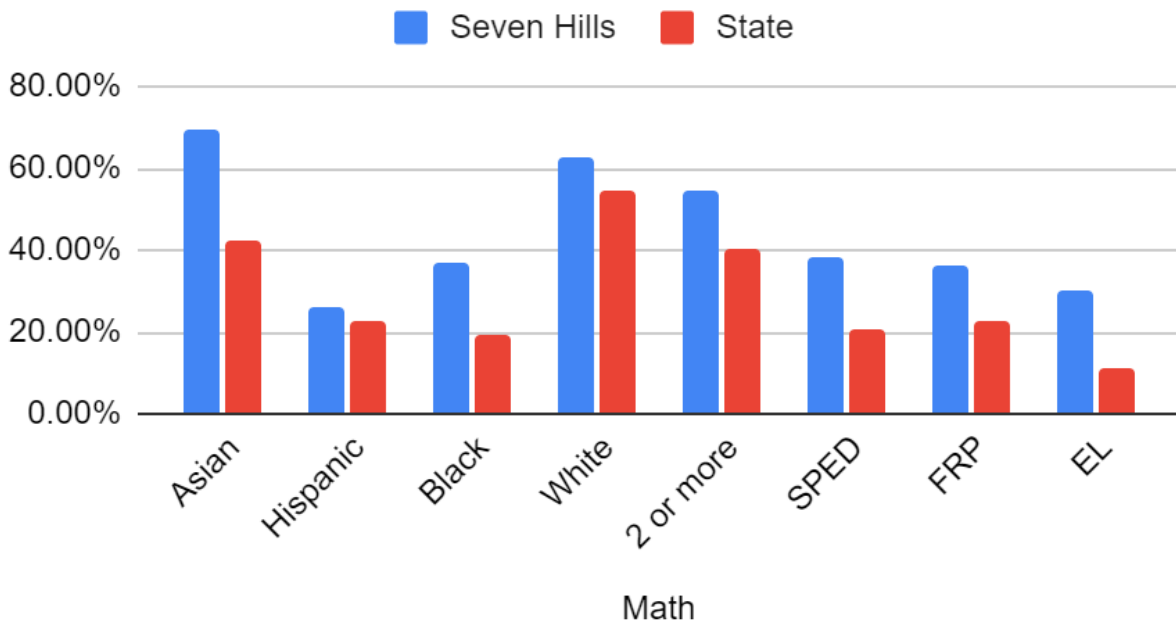
Sub Goal I.3: Growth. As published by the Minnesota Department of Education, each year: either the LEA’s growth z-score will exceed the state-average z-score in each reading and math; or the LEA’s on-track growth will exceed the state-average on-track growth in each reading and math; or the LEA’s average percentage of students who maintained or improved achievement levels will exceed the state-average. *No reportable data – the MDE no longer makes z-scores available*

Sub Goal I.4: Achievement Gap Reduction.

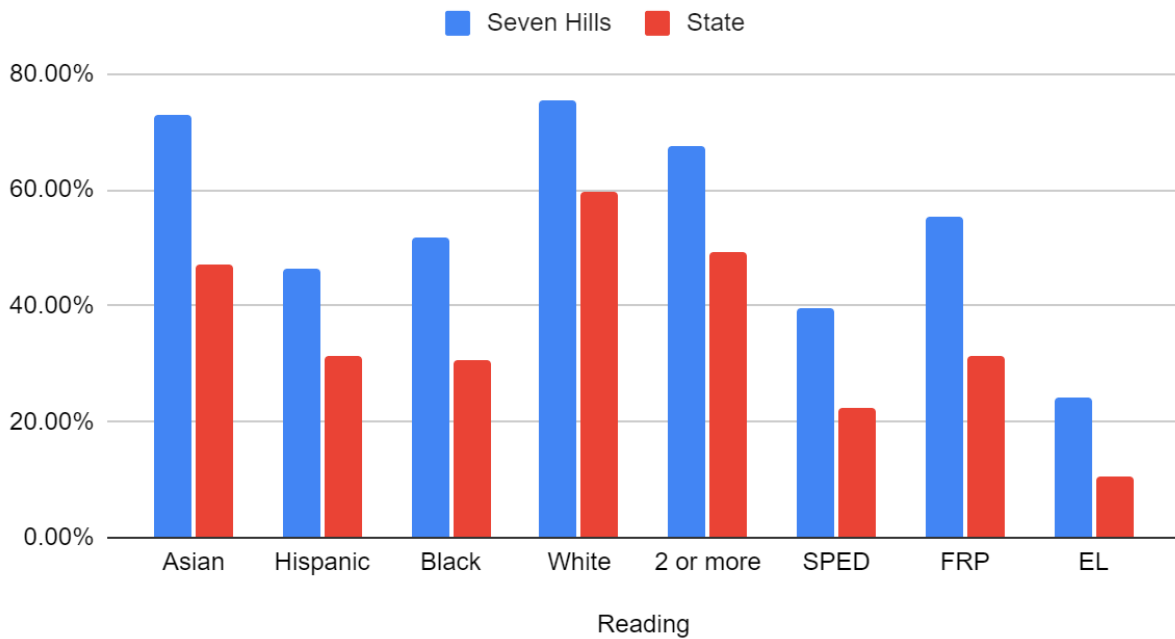
World’s Best Workforce Charter Contract Target: All racial and economic achievement gaps between students are closed.

- Each year, for each subgroup other than English Learners, for which the LEA had publicly-reportable / sufficient counts: the LEA’s proficiency rate will exceed the state-average proficiency rate for the subgroup for each reading and math.
- *Data: SHPA administered the ACCESS, this sub goal was met.*

Special Group Comparisons- Math



Special Groups Comparison- Reading



Goal 2: Nationally-Normed Assessment (20% weight)

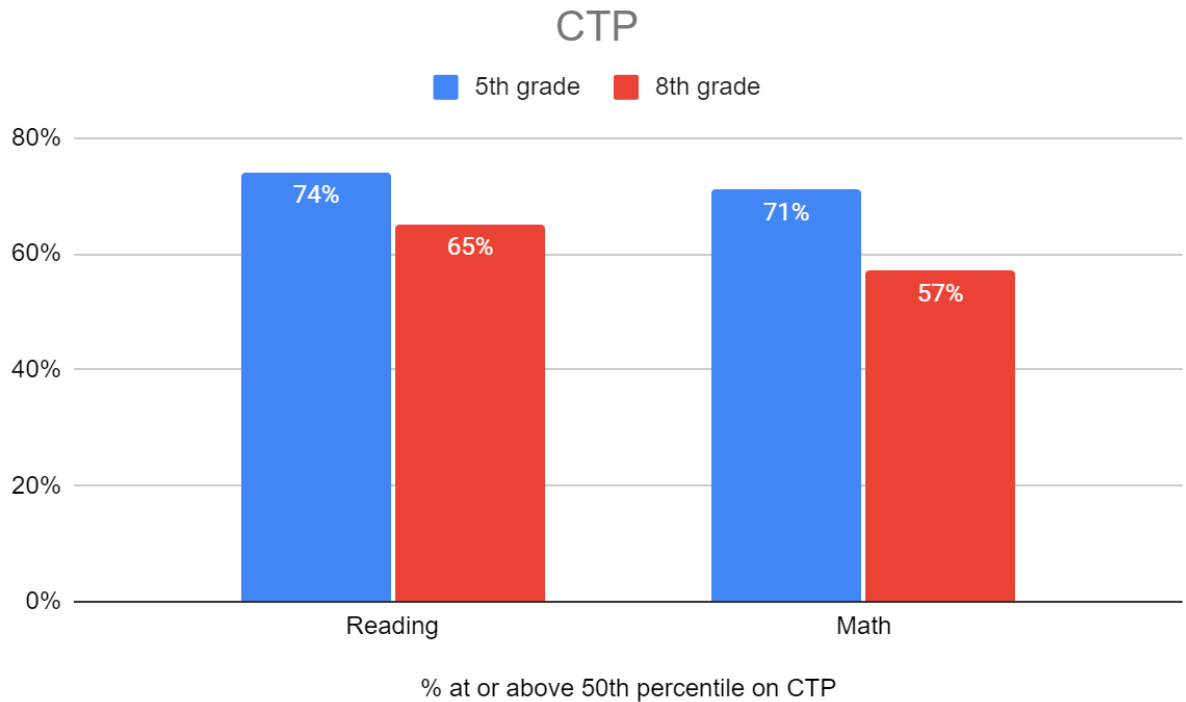
World’s Best Workforce Charter Contract Target: All students ready for career & college

- Each year, the LEA will administer a nationally-normed assessment in at least 5th & 8th grades.
- Each year, the LEA’s percentage of 5th and 8th grade students who meet or exceed the national comparison group average for their respective grade, will exceed 50%.

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- *Data: This goal was met.*



Goal 3: Ready for School (20% weight)

World's Best Workforce Charter Contract Target: All children are ready for school.

Each year, by February 1st, 60% of all LEA's kindergarten students continuously enrolled since the first day of school will be able to identify all 26 upper and lower case letters and 80% will be able to count to 30.

Data: This goal was met.

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Read Well by 3rd Grade 2021-2022 Data

Kindergarten	Letter Recognition	Letter Sound	High Frequency Words	BAS-2	3rd Quarter Interim
Bloomington	98%(86/88)	95% (84/88)	97%(85/88)	90%(79/88)	88%(77/88)
Richfield	100% (50/50)	98% (49/50)	96% (49/50)	98% (49/50)	80% (40/50)

Goal 4: School Culture (10% Weight)

Sub-Goal 4.1: Professional Development. At least 100% of all staff employed for at least one academic year shall receive professional development each year, as demonstrated by LEA records. **Goal Met**

Sub-Goal 4.2: Stakeholder Satisfaction. Each year, the LEA will administer a staff and parent/guardian survey, and at least 80% of staff and parents/guardians returning the survey will indicate overall satisfaction with the LEA. **Goal Met**

Sub-Goal 4.3: Attendance. Each year, the LEA will achieve a higher rate of consistent attendance than the state average. Consistent Attendance means students who attend more than 90 percent of the time the student is enrolled. **Goal Met**

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