

Achieve Language Academy



School Year 2014-2015 Charter School Annual Report And World's Best Work Force Plan

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School Information

This report provides the Minnesota Department of Education, our authorizer (Novation Education Opportunities or NEO), parents of Achieve Language Academy (ALA), and the general public with information describing the progress of ALA and its students.

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St. Paul, MN
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Website: www.achievemn.org

Grades Served: PK-8

Year opened: 1996 (approved in 1995)

ALA is an urban charter school that offers a second language and serves students in pre-kindergarten through eighth grade. The 2014-2015 school year marked ALA's 19th year of operations. The school was granted its charter in 1996. In July of 2012, Novations Education Opportunities (NEO) became the authorizer. Achieve is located in the city limits of St. Paul, Minnesota. During the 2014-2015 school year, Achieve enrolled approximately 440 (PK-8) students.

ALA is built on the beliefs that good schools transform communities; that community is created by shared values and common goals; that all children can learn and achieve; and that education is essential to a fulfilling life.

At ALA, students:

- **WORK** cooperatively with other students of various cultural backgrounds and toward personal high academic goals;
- **RESPECT** each individual's uniqueness, cultural heritage and opinions and ideas; and
- **BELONG** to a community that gives back to the larger community and are active members of a challenging learning community.

Unique Characteristics

- I. Students have an opportunity to become literate in two languages: English and either Hmong or Spanish.
- II. Extended summer programming available for all students.
- III. 5-day a week preschool program (4 yr old).
- IV. English is considered the second language for approximately half of the students.



Mission Statement

The mission of ALA is to provide a rigorous, standards-based, data-driven, best practices educational program for students in grades Pre-K through 8. Achieve educates the whole child in a safe environment that values diversity and promotes the Hmong and Spanish languages and cultures.

Philosophy

The underlying philosophy statements underscore the commitment that Achieve has for preparing students for success once they leave the school.

- * Learner success is based on a partnership where:
 - Teachers facilitate;
 - Learners participate; and
 - Families engage.
- * Proficiency in Hmong or Spanish will prepare our learners to thrive in a diverse society.
- * Small learning communities create a welcoming, safe, and nurturing environment.
- * Learning is centered in the classroom.
- * Achieve focuses on the whole learner's:
 - Emotional health;
 - Social development; and
 - Academic achievement.
- * A culturally diverse student population enriches each learner's experience
- * Achieve continues to improve through the active participation of:
 - Learners;
 - Families;
 - Community;
 - Staff; and the
 - School Board.
- * Teachers work in learning teams to ensure the success of all learners
- * Achieve strives for academic success by:
 - Using standards based curricula;
 - Making data driven decisions in planning for each student; and
 - Using research based instructional practices.

School Calendar/Hours of Operation:

In 2014-2015, ALA closely followed the St. Paul Public Schools' calendar of 173 scheduled days during the regular school year. The school was in session, Monday through Friday, from 8:35 a.m. to 3:50 p.m. Achieve also provided all students the opportunity to participate in a summer program administered through the St. Paul School system. The program ran Monday through Thursday, for 20 days during June and July from 8:30 a.m. to 1:30 p.m.

Authorizer Information

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Minnesota Department of Education's website for ALA report card:

http://rc.education.state.mn.us/#mySchool/orgId--401807010_p--1

Key Demographic Trends

Student Characteristics: During the 2014-2015 school year a total of 446 students attended ALA in grades kindergarten through eighth grade. The majority of the students are of color and qualified for free or reduced lunch. Over half were classified as English Language Learners (ELL). The table below outlines demographic characteristics of ALA students.

	2012-2013	2013-2014	2014-2015	2015-2016 (est.)
Total Enrollment	430	427	446	440
Male	209	221	216	206
Female	228	206	230	238
Special Education	10.6	8.5	8.6	
LEP	54.2	56.4	61.4	
Asian	42.1	39.6	42.6	
Black	15.1	13.9	13	
White	10.3	10.4	10.2	
Hispanic	31.2	35.1	33.3	
American Indian	1.3	.9	1.0	
F/R Lunch	85.6	89.9	79.5	

Student Enrollment and Admissions

Student Enrollment

Over the past 5 years ALA has had a very stable population, averaging 435 students in grade Prekindergarten through 8th grade each year. During the 2014-15 school year there was a slight increase in the 7th-8th grade population.

	2012-13	2013-14	2014-2015	2015-2016 (est.)
Prekindergarten	21	21	35	37
Kindergarten	46	44	45	42
1st Grade	42	48	48	45
2nd Grade	47	43	49	50
3rd Grade	49	47	45	48
4th Grade	44	46	48	40
5th Grade	46	44	50	48
6th Grade	47	44	47	46
7th Grade	45	48	46	43
8th Grade	40	42	44	41
Total	430	427	457	440
Total ADM (Average Daily Membership) for year	402	421	423	

Student Attendance, Attrition & Mobility

	2011-12	2012-13	2013-14	2014-15
Overall Attendance Rate	95.0	95.0	95.0	96.0

Admissions

As ALA began the 2014-15 school year, there were waiting lists in approximately half of the grades. The enrollment guidelines and procedures were reviewed and rewritten in 2014. A lottery is held each March and waitlists are kept by grade level to fill any openings after the lottery deadline.

Attrition and Mobility

Over the past three years ALA has had a very low mobility rate. During the 2014-15 school year 23 students transferred out of Achieve and 32 students moved into open seats. This was a 9 student gain during the school year. This is approximately a 13% change in students across all grade levels. (Mobility index is calculated by taking the total transfers in and out divided by the October 1st population.)

World's Best Work Force Components

In May 2013, the State legislature passed important legislation aimed at ensuring career and college readiness for all graduates in Minnesota Statute 120B.11: School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce. According to the Minnesota Department of Education, MS 120B.11 requires school districts to develop a plan that includes the following components:

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups;
2. A process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying strengths and weakness of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness leading to the worlds' best workforce;
3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, building principal evaluations, and teacher evaluations;
4. Strategies for improving instruction, curriculum, and student achievement;
5. Effective practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
6. An annual budget for continuing to implement the plan.

The purpose of this section is to outline the Core Strategies for achieving the goals identified in the Strategic Framework, the annual School Improvement Plan (SIP), and to fulfill the school's reporting responsibilities outlined in Minnesota Statute 120B.11. These compelling interests have been combined into a single, comprehensive, and aligned school plan.

In 2013, ALA School Board updated the Strategic Framework that has been in place since 2008. The process involved input from teachers, parents and community. The final result was updating our mission, core values, strategic goals (see section I of Annual Report). Along with the updating of the Strategic Framework, ALA annually updates the School Improvement Plan (SIP). The school continues to develop a plan.

ALA is committed to student success. Ensuring the success of each student begins with a clear idea of why we exist as a charter school, how we work to accomplish our goals, and what the end result will be.

Strategic Goals 2012-2017

High Achievement for all Students

Learners will maximize their academic potential to create and sustain a learning environment that inspires our student body to strive and obtain high achievement and nurturing students to become future positive role models within our world's society.

Language and Culture

Learners will develop a greater appreciation of world cultures and be able to communicate in English and either Hmong or Spanish.

Community Building

School resources will fortify the core collaboration with and between parents and the community.

Leadership, School Governance, and Management

Ensure that leadership and management systems continue to operate in a responsive, transparent, and fiscally sound manner.

School Improvement Plan Goals

During the 2014-15 school year, the Leadership team reviewed and updated the ongoing school improvement plan based on the strategic plan. This is an annual process. They agreed on six goals to focus on during the 2013-2015 school years.

School Improvement Goals (2013-2015) – (plan has been revised as of summer 2015)

- I. All Learners will read and write at grade level as measured by the MCAIII (*aligns with Strategic Goal I*)
- II. All Learners will perform math skills and processes at grade level as measured by the MCAIII (*aligns with Strategic Goal I*)
- III. Continue to implement a comprehensive accountability system (*aligns with Strategic Goal IV*)
- IV. Continue to improve communications with parents and engage them in the process of teaching their children (*aligns with Strategic Goal III*)
- V. All learners will be able communicate in two languages and will have an appreciation for diverse cultures (*aligns with Strategic Goal II*)
- VI. All learners will demonstrate behaviors aligned with ALA's Core Values: Work, Respect, Belong (*aligns with Strategic Goal III*)

Student needs

ALA uses a comprehensive process to determine student progress and growth toward career and college readiness. The system incorporates an assessment system that begins in the classroom and expands to state and national assessments. This system provides a profile of achievement by individual student, subgroups, and the school. Data from assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

School assessments used

Achieve uses several forms of assessment data to determine the needs of students in the learning community. The Northwest Education Association (NWEA) Measurement of Academic Progress (MAP) assessment is a nationally normed test that students at Achieve take twice annually in the area(s) of: Reading, Language Usage, Math, and Science. Minnesota Comprehensive Assessment III (MCA III) data was also reviewed. And an in-house, online program I-Ready, administers three diagnostic assessments to all students 1st through 8th grade and provides reporting in the domains of Math and Reading.

Identified student needs (based on data)

Data examined in Leadership Meetings throughout the school year aid in identification of students needs in several academic areas. Reading scores continue to be a challenge for students to improve at Achieve and discussions center around the Common Core Standards and the level of rigor in reading and writing.

Identified teacher needs

It was identified that teachers would benefit from additional training in Reading strategies, along with Professional Development around ELA Common Core standards. PLCs incorporate the Continuous Improvement Cycle (CIC), which prioritized data as the starting point of all learning and/or work.

Strategies and Action Steps taken in 2014-2015

2013-15 SIP Action Plan

- I. All Learners will read and write at grade level as measured by the MCAIII. (Strategic Goal I.)
- In June of 2015, 52.8% of students in grades 1-8 will meet or exceed their growth target in reading as measured by the spring NWEA reading scores.
 - In June of 2012 75% of all kindergarten students will show first grade readiness for reading as measured by the Kindergarten Assessment- not including DRA.
 - Free/Reduced subgroup will achieve 80% Medium/High growth

Strategy	Actions required	Responsibility	Date to finish
Continue to implement, evaluate, and refine language arts curriculum K-8: -Close Reading -Academic Vocab -Common Core	<ul style="list-style-type: none"> • Non-fiction writing (K-8) • I-Ready (K-8) • Reading Eggs (K-2) • Reading Horizons (K-2) 	<ul style="list-style-type: none"> • Rtl/Reading Coord • Language arts curriculum team • Grade level teams • Mentor teachers 	ongoing
Create a consensus curriculum map for each grade level which would include balanced literacy structure	<ul style="list-style-type: none"> • Grade level teams review current maps • Create a consensus map that includes above curriculum, skill sets, instructional strategies, resources, and assessments • Align Study Island assessments alignment (optional) • I-Ready lessons alignment (optional) • Vertical alignment 	<ul style="list-style-type: none"> • Curriculum Coord • Rtl/Reading Coord • Grade level teams • Mentor teachers 	ongoing
Track individual student progress toward meeting MN Standards	<ul style="list-style-type: none"> • Continue using data folders for each student • Continue using data centers in the classroom • I-Ready • Skyward: test scores, Rtl • Study Island 	<ul style="list-style-type: none"> • Curriculum Coord • Grade level teams 	ongoing
Identify and implement a common set of instructional practices for reading and language development that will be used by all teaching staff: <i>Follow ALA norms</i>	<ul style="list-style-type: none"> • Research best practices • Identify “best” for Achieve Language Academy • Train staff in “best” strategies • Use PD360 • Academic Vocabulary 	<ul style="list-style-type: none"> • Curriculum Coord • Rtl/Reading Coord • Mentors 	ongoing

	<ul style="list-style-type: none"> • Develop hierarchy of practices • PLC learning 		
Continue to expand Common Core ELA standards outside the language arts block	<ul style="list-style-type: none"> • Provide opportunities for mentoring/ staff development for teachers teaching subjects other than reading. • Continue to implement Non-fiction Reading and Writing 	<ul style="list-style-type: none"> • Mentors, Academic support • Rtl/Reading Coordinator 	Ongoing
Continue Reading Intervention Program	<ul style="list-style-type: none"> • Focus on Tier I strategies and Tier II small group rotations 	<ul style="list-style-type: none"> • Administration • Rtl Coordinator • Special Ed staff • Academic support team/ Rtl team • Grade level teams 	ongoing
Alignment/Standardization of resources	<ul style="list-style-type: none"> • NF Writing • Books and books lists per grade • Software programs 	<ul style="list-style-type: none"> • Reading Coord 	
Summer School program	<ul style="list-style-type: none"> • Continue the program – SPPS 	<ul style="list-style-type: none"> • Admin 	ongoing annually

II. All Learners will perform math skills and processes at grade level as measured by the MCAIII. (Strategic Goal I.)

- By June of 2015, 75% students in grades 1-8 will meet or exceed their growth target in math as measured by the spring NWEA reading scores.
- By June of 2015 75% of all kindergarten students will show first grade preparedness for math as measured by the Kindergarten Assessment.
- By June of 2015 80% of Free/Reduced subgroup will achieve medium/high growth

Strategy	Actions Required	Responsibility	Date to Finish
Align Math Curriculum(s)	<ul style="list-style-type: none"> • Train teachers in curricula • Vertically align • Review current maps in Curriculum Connector • Grade level teams review current maps 	<ul style="list-style-type: none"> • Teachers • Coaches 	Ongoing

	<ul style="list-style-type: none"> • Create a consensus map that includes above curriculum, skill sets, instructional strategies, resources, and assessments * Align Study Island assessments with consensus maps (optional) * I-Ready alignment (optional) 		
Identify and implement a common set of instructional practices for math development that will be used by all teaching staff: <i>Follow ALA norms</i>	<ul style="list-style-type: none"> • Using Learning Framework 360 strategies & 90/90/90 research • Train staff • Implement and support • Observe and continue training 	<ul style="list-style-type: none"> • Administration • Coaches 	ongoing
Track individual student progress toward meeting MN Standards	<ul style="list-style-type: none"> • Continue using data folders for each student • Continue using data centers in the classroom • I-Ready • Study Island • Skyward: Test scores, Rtl 	<ul style="list-style-type: none"> • Teachers 	Fall – then ongoing
Alignment/Standardization of resources		<ul style="list-style-type: none"> • 	

III. Continue to implement a comprehensive accountability system.

- By June of 2015 all teaching staff will implement Skyward Comprehensive Data System to ensure the Minnesota State Standards are being addressed, to document, and update curriculum, instructional and assessment information. (Strategic Goals I & VI.)
- Implement & document school wide research-based strategies and best practices

Strategy	Actions Required	Responsibility	Date to Finish
Introduce and implement curriculum & lesson planning archive schoolwide	<ul style="list-style-type: none"> • Training for Skyward curriculum map and lesson plan archive <p><u>Standardize:</u></p> <ul style="list-style-type: none"> • <i>Parameters for when to roll over</i> • <i>Expectations of staff use after staff leave</i> 	<ul style="list-style-type: none"> • Mentor teacher • administration 	<ul style="list-style-type: none"> • Fall Staff development • Ongoing

Continue to implement common student data systems	<ul style="list-style-type: none"> • Staff development and use data folders for each students to assess growth throughout the year (sharing them) • Teaching teams use Skyward, I-Ready for students to be accessed by all and continue with them to each grade along with their report card 	<ul style="list-style-type: none"> • Teaching teams • Tech support 	November
Field Trips & Events	<ul style="list-style-type: none"> • Create a list of events/field trips by grade level aligned to academics and grade level norms (bi-annual list) 	<ul style="list-style-type: none"> • Teachers 	Fall 2014

IV. Continue to improve communications with parents and engage them in the process of teaching their children.

- During the 2013-15 school year we will increase participation in all parent events. (Strategic Goal III & IV.)

Strategy	Actions Required	Responsibility	Date to Finish
Continue to develop a parent involvement plan	<ul style="list-style-type: none"> • Survey parents regarding their needs and assumptions regarding participation in their children's education. • Enlist parents and staff to jointly develop and distribute the parent involvement plan to all parents. 	<ul style="list-style-type: none"> • Administration, staff, parents 	Fall
Provide a variety of parent involvement activities that will complement the academic programming at the school.	<ul style="list-style-type: none"> • Plan events and implement 	<ul style="list-style-type: none"> • Administration, staff, parents 	October
? Increased parent education- 'ALA way'	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
? Teacher Standards for parent involvement for the 'ALA way'	<ul style="list-style-type: none"> • Weekly communication • Monthly newsletter • Specialists' role • Conferences • 20 contacts per month 	<ul style="list-style-type: none"> • 	

V. All learners will be able communicate in two languages and will have an appreciation for diverse cultures.

- Each year 100% of students in grades K-8 will participate in three culturally significant experiences.
- By June 2015 students that have attended Achieve for more than five years will be able to speak and write (basic skills) in a second language (to be determined) other than English.

Strategy	Actions Required	Responsibility	Date to Finish
Implement language assessment for Hmong and Spanish	<ul style="list-style-type: none">• Research criteria for each assessment• Obtain/develop appropriate assessment• Align assessment targets• Create assessment• Gather baseline data• Adjust	<ul style="list-style-type: none">• Language specialists• Administration	Fall & spring

Current Educational Approach and Curriculum

ALA is built on the beliefs that: good schools transform communities; community is created by shared values and common goals; all children can learn and achieve; and education is essential to a fulfilling life. Our mission is to facilitate dual language proficiency and the appreciation of diverse cultures for all learners.

ALA provides a core program of language arts, mathematics, science, and social studies, based on the Minnesota Academic Standards with an overall focus on literacy and math skills. A good portion of every day is spent on each student acquiring the necessary literacy skills they will need for academic success in the world of work. The focus in all classrooms is on hands-on and concrete experiences in all subject areas to reinforce skills and concepts. At Achieve, teachers understand that each child learns in his/her own way and work with students to help them identify their learning styles, strengths and interests. Teachers plan and modify classroom experiences around the individual strengths, interests, cultural backgrounds, and needs of their students.

The middle level program is designed to build on each student's skills and interests in a holistic approach to subject areas. The program is committed to the unique needs of middle level learners, which include developmental, academic, and social needs, and personal attributes specific to their age. This is accomplished by providing for a variety of learning modalities, focusing on utilizing community-based learning resources outside the traditional classroom, and emphasizing transition.

Common instructional strategies

ALA continues to build a common set of instructional strategies that all teachers implement in their classrooms. This practice is reviewed and updated annually based on student needs by the Leadership Team.

Currently, practices include:

- Sheltered Instructional Observation Protocol (SIOP);
- Framework 360 lesson design; and
- Non-fiction writing.

Major content areas

The language arts program is based on the Fountas and Pinnell Literacy Continuum. The common core standards are the basis for all instruction in the classrooms, with teachers developing grade level pacing guides and curriculum maps. Plans are adapted each year to best meet the needs of the students at each individual grade level. During the 2014-2015 school year students in grades 1-8 were assessed three times using the Developmental Reading Assessment (DRA), the I-Ready diagnostic assessment, and in the spring using NWEA MAP assessment.

The current math program was reviewed and implemented in the 2012-13 school year. The program includes Go Math (grades K-6) and Big Ideas (grades 6-8). During the 2014-15 school year grade levels looked at where there were still gaps between the materials used and the state standards and where supplemental materials were needed. During the 2014-2015 school year students in grades 1-8 were assessed three times using the I-Ready diagnostic assessment and in the spring using NWEA MAP assessment.

The K-8 science program was reviewed during the 2014-15 school year. The curriculum materials (adopted in 2006) have been Foss kits and teacher generated materials. The science units are aligned to the Minnesota State Science Standards. The science committee chose to update the Foss Kits in the summer of 2015 in alignment with the science standards.

The K-8 social studies program was updated in 2010-2011. The implementation process has included the incorporation of social studies into the language arts curriculum at all grade levels.

Current process to review and evaluate instruction and curriculum

ALA has an identified cycle in place for the formal review and evaluation of language arts, math, social studies, and science curricula. ALA has also utilized a more informal process as needs arise or if there are changes in the MDE content standards, testing requirements, etc. In both cases, the ALA Leadership Team is involved in determining any changes.

Professional development that supports improving instruction in the classroom includes:

- PLCs;
- mentoring/coaching;
- Educator choice in Professional Develop/Workshop attendance tied to SMART goal setting; and
- In-house workshops throughout the school year.

Practices that support remediation and acceleration include:

- Response to Intervention (RTI) for all;
- I-Ready (grades 1-8); and
- Guided groups across all content areas.

Special education services

ALA special education services focus on collaboration between the special education staff and classroom teachers. Approximately 50% or more of all instructional time provided by the special education staff is completed in the mainstream classroom using a cooperative teaching model. During the 2014-15 school year the identified special population represented approximately 10% of the student population. There were three special education teachers, a social worker (Special Services Coordinator), contracted speech, occupational, and physical therapists, and paraprofessionals (as needed) working with the students.

The Response to Intervention (RtI) team is the ALA version of a child-find team. This team is coordinated by the Special Services Coordinator who oversees the process of identifying students for academic, social, and emotional support beyond the classroom.

Academic Support Services (including English language programming)

ALA has taken a broad view of academic services needed for our students to be successful in the classroom. The Academic Support Services program included: the Reading Coordinator, the English language teachers, a math/science academic support teacher, a reading intervention teacher, and education assistants (as needed). The English language programming is embedded in the mainstream classroom. There is an English language (EL) teacher assigned to each grade level team. The EL teacher provides most service to the English language learners through a cooperative teaching model within those grade levels. The math academic support teacher also provides support in the mainstream classrooms and in small groups in grades 5-8. The reading intervention teacher and as well as educational assistant support provide reading intervention for k-3 students outside the mainstream classrooms. Achieve also provides a blended learning model (personalized student instruction via the computer) for students in grades k-2 using *I-Ready and Reading Eggs*, supported by an educational assistant who monitors students working on the computers while classroom teachers are working with small groups of students in guided groups.

ALA Preschool Program

ALA opened its current preschool program for students turning age four by September 1st of each year in 2004. The program has been a five-day a week, half-day program up until the 2013-14 school year. During 2013-14, the program grew to offer both a morning and afternoon section. This program has continued to be in great demand for parents with young children and has continually had a significant wait-list. Due to MDE mandates ALA applied for and was granted an affidavit of expansion to continue the program. The program was staffed with two licensed teachers and funded with Title I funds during 2014-15. For at least the last three years at least 95% of the children that attend ALA preschool enroll in the ALA kindergarten program.

ALA Summer Program

ALA summer programming has been in place since 2001 and has utilized MDE learning year funding in the past. The program focus continues to be on the acceleration of academic skills in primarily reading and math. 2013-14 was the last year that the state funding was available to charter schools and was the last year that ALA provided (in-house) programming. In the summer of 2014, ALA provided a 20-day program for students in grades K-7 supported through the St. Paul Schools ALC program. Enrollment under this new funding was limited to qualifying students under the ALC at-risk categories. The final student count was approximately 180 students with staffing continuing at a 1:15 students ratio. The 2014 program was evaluated by the ALA board and the partnership was continued for the 2015 summer program.

Innovative Practices & Implementation

Academic Program

Best Practices include, but are not limited to:

- PLCs and the use of the Continuous Improvement Cycle;
- Staff training around Culturally and Linguistically Responsive Teaching strategies, which includes academic use of language, vocabulary, and code switching;
- Reading intervention groups (Tier I Rtl) in grades K-6 as an approach to ensure quality instruction in the classroom and timely, relevant interventions for students in need of help beyond classroom instruction;
- Visible learning targets in all classrooms including content, language and social targets
- I-Ready in grades 1-8 – I-Ready is an online individualized instruction program aligned to state and national standards used in both Math and Reading building-wide (minimum of 1 hour a week in all language arts and math classrooms);
- The online assessment program Study Island is used as a formative assessment for students in all grades 3-8. It is aligned to MN state standards in the areas of Math, Reading and Science. Teachers are able to use this information to re-teach and/or recommend students for intervention;
- School-wide and grade-level parent/family events are created by teams, based on Epstein's model of family involvement and are tailored to grade level needs;
- Comprehension Strategies: SIOP, SQ3PRS, and Fab 4 instructional strategies are used to enhance student learning and comprehension of material; and
- Triangulation of data to drive interventions and teach at all levels in the classroom and in tiered groups deliver concise knowledge of students' learning.
- Comprehensive implementation of Rtl process
- Math & Reading Corps were both implemented during the 2014-15 school year
- Use of the Responsive Classroom and Developmental Designs models throughout the building and maintaining a community within the school;
- SMART goal setting: individual and team and professional learning/ development is tied to SMART goals

Program Strengths include, but are not limited to:

- Data - Staff is consistently using data from year to year. Data is used in PLCs to drive student instruction in order for staff to create personal SMART goals. There are several forms of data available to staff, parents and students;
- Curriculum – All teaching is standards-based. It's about teaching the whole child in an individualized way. There is a large pool of resources available for staff for focused instruction;
- Intervention programming – Tier I strategies and planning within each classroom and a coordinator for the Reading Intervention program, which became a more formal, structured approach in the 2009-2010 academic year and has continued to evolve through 2014-15 school year;
- Culture of Learners – The overall focus at Achieve is on learning for both students and staff. A high majority of students want to come to school daily, which is evident from the consistently high 95% attendance rate annually;
- Conference Attendance – Parents attend conferences 3 times per year at a rate of 75%

- or higher. Teachers reach out to families through phone calls and/or flexible meeting scheduling to ensure communication; and
- In-school professional development and support – Teachers are supported by the Curriculum and Assessment Coordinator, Reading/RtI Coordinator, and Technology Coordinator/Math Mentor in a variety of ways, including peer coaching, model teaching, professional training, etc.
- After-school activities (many FREE) offered: various sports, rock band, concert band, clubs
- FREE 5 day a week preschool.

Notation Education Opportunities Evaluation

During the 2014-15, Novation Education Opportunities, our authorizer did an evaluation of ALA in preparation for the renewal of the authorizer contract with ALA.

Highlights:

- Achieve Language Academy evidenced Exemplary results for Program Model Performance indicators.
- ALA evidenced Satisfactory results for School-wide Educational Performance Indicators.
- Achieve Language Academy evidenced Satisfactory results for Operational Performance indicators.
- Achieve Language Academy evidenced Exemplary results for Finance Performance Indicators.

Based on the results of the contract renewal evaluation, a five-year renewal contract is recommended that addresses the following:

1. Achieve Language Academy demonstrates regular and consistent improvement in mathematics and in reading during the term of the contract.
2. Achieve Language Academy NCLB Focus Groups "English Learner" and "Free/Reduced" continue to outperform the resident district and/or state in academic proficiency (percent of students who score "meets" or "exceeds" on state assessments) in reading and mathematics.
3. Each standard that was partially or not met as reported in the Evaluation Report on Performance Standards of Governance, Climate, Finance and Operations must be satisfactorily addressed and fully met.
4. The Board provides to NEO a five-year plan that includes goals and strategies for achieving and monitoring progress toward them in the areas of academic performance, governance, and finance; specifically including a board and school leadership succession plan to ensure the sustainability of the school academic, governance and financial performance during the five-year contract term.

Academic Performance

Reading and Math GROWTH

MDE Report Card Data:

Students “on track for success” in reading and math and the percent of students making high, medium and low growth.

MATH (Achieve Language Academy)		2012	2013	2014	2015
Percent of students “On Track for Success”		45.6%	58.8%	40.8%	46.5
% of Students	High Growth	25%	36.2%	19.2%	24.3%
	Medium Growth	47.6%	40.1%	42.3%	43.2%
	Low Growth	27.4%	25.7%	38.5%	32.4%

READING (Achieve Language Academy)		2012	2013	2014	2015
Percent of students “On Track for Success”		56%	54.2%	37.5%	51.6%
% of Students	High Growth	31.5%	19.7%	32.2%	36.7%
	Medium Growth	41%	46.2%	41.9%	43%
	Low Growth	27.5%	34.1%	25.8%	20.4%

Achieve’s percentage of students “On Track for Success” increased significantly in both Math and Reading from 2013-2014. Additionally, both Math and Reading MCA growth data indicated an increase in Medium and High growth for students. Further analysis of individual student data will occur in team meetings and PLCs in the 2015-2016 school year.

PROFICIENCY Results in Reading, Math, and Science

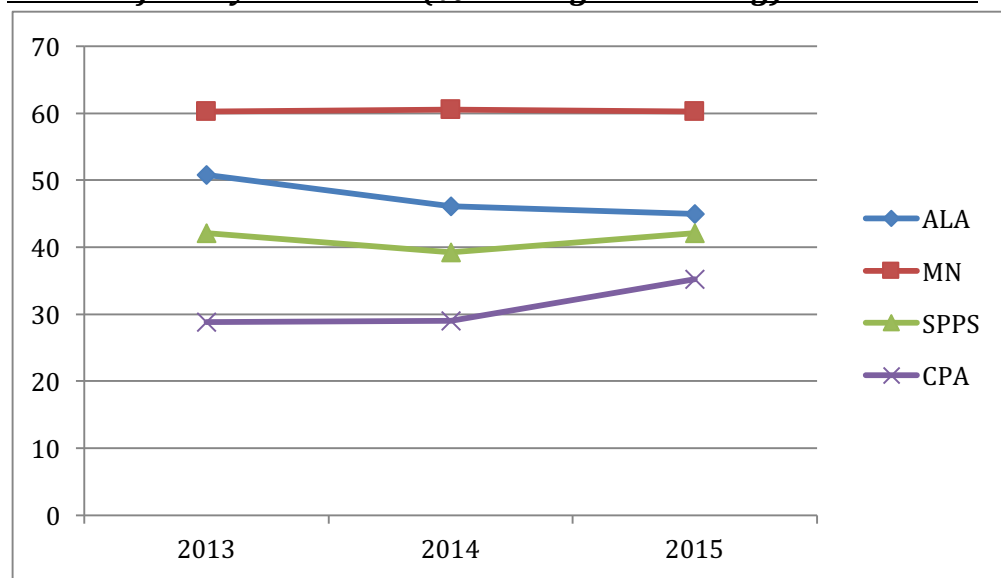
MATH

Proficiency Rates ALL STUDENTS: MATH (% of students Meeting and Exceeding)

When Achieve Language Academy compares Math proficiency rates to the State of MN, resident district (St Paul Public Schools) and a neighborhood charter school with similar demographics (Community of Peace Academy), Achieve's scores outperform St Paul & Community of Peace. Achieve Language Academy is not scoring close to the State of MN average however.

Year	Achieve Language Academy	State	SPPS	Community of Peace
2015	45	60.2	37.4	35.2
2014	46.1	60.5	39.2	29
2013	50.8	60.2	42.1	28.8

Math Proficiency Trend data (% Meeting & Exceeding) ALL Students



The table below displays subgroup trend data (over 3 years) of students' proficiency rates (%) at Achieve Language Academy, the State of MN, and St Paul Public Schools. All student subgroups at Achieve, except the White subgroup and Special Ed, score higher on the Math MCA assessments when compared to students in the State of MN and St Paul.

Subgroup (Math)	Achieve			State of MN			SPPS		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Asian	53.9	46.5	44.4	58.8	59.3	59.4	42.4	37.8	36.0
Hispanic	45.2	42.6	41.1	36.5	37.8	37.5	31.1	28.5	27.7

Black	48.6	37.8	42.4	32.6	33.2	32.5	25.4	24.4	22.3
White	65.2	73.1	66.7	67.5	68.1	68.2	69.5	67.3	65.6
EL	43.1	37.4	37.6	27.2	27.3	25.4	22.7	25.1	23.4
Free/Red	50.0	45.2	41.6	41.5	41.7	40.8	31.7	29.0	26.8
Sp Ed	21.2	12.8	14.7	31.9	32.1	30.9	19.0	18.6	16.4

READING

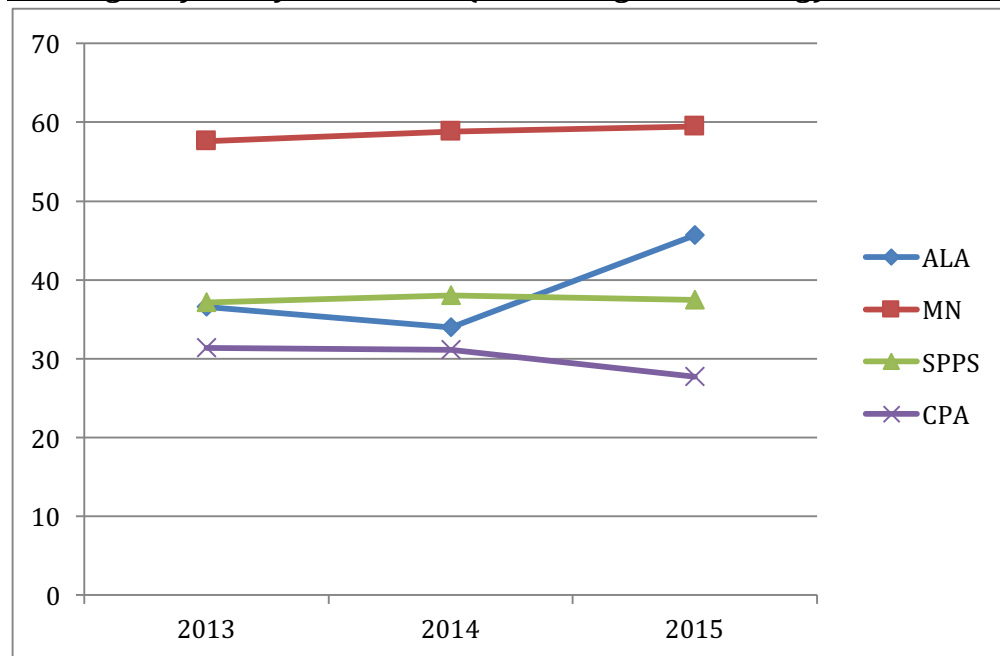
Proficiency Rates ALL STUDENTS: READING (% of students Meeting and Exceeding)

When Achieve Language Academy compares Reading proficiency rates to the State of MN, resident district (St Paul Public Schools) and a neighborhood charter school with similar demographics (Community of Peace Academy), Achieve's scores outperform St Paul & Community of Peace. Achieve Language Academy is not scoring close to the State of MN average however.

Proficiency Rates, ALL STUDENTS: READING (% of students Meeting and Exceeding)

Year	Achieve	State	SPPS	Community of Peace
2015	45.7	59.5	37.5	27.7
2014	34	58.8	38	31.1
2013	36.6	57.6	37.1	31.4

Reading Proficiency Trend data (% Meeting & Exceeding) ALL Students



The table below displays subgroup trend data (over 3 years) of students' proficiency rates (%) at Achieve Language Academy, the State of MN, and St Paul Public Schools. All student subgroups

at Achieve, except the Asian, White subgroup and Special Ed, score higher on the Reading MCA assessments when compared to students in the State of MN and St Paul.

Subgroup (Reading)	Achieve			State of MN			SPPS		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Asian	27.2	31.6	39.5	48.8	51.4	53.7	26.6	28.7	29.8
Hispanic	40.7	30.4	46.3	34.6	36.1	36.9	29.3	29.0	30.0
Black	40.0	35.1	51.5	32.9	33.9	34.6	25.8	25.2	25.2
White	66.7	61.5	66.7	65.1	66.6	67.5	70.2	72.0	68.8
EL	22.1	22.7	36.4	17.2	17.6	17.5	10.8	15.9	17.5
Free/Red	36.3	32.3	43.4	38.8	40.1	40.4	25.5	26.3	26.1
Sp Ed	26.5	23.1	14.7	33.0	33.7	30.0	21.6	21.7	15.7

NCLB Focus Group: Eligible for Free/Reduced Meals (From 2010-2014, 89% of students fit this demographic)

Percent FRM Proficient at LGA Compared to Resident District and State FRM

Free/Reduced Lunch Subgroup Proficiency Comparison

In 2015, Achieve Language Academy Free/Reduced Lunch students outperformed both St Paul District and MN State Free/Reduced Reading proficiency levels in both Reading and Math.

Year	Achieve Reading	St. Paul Reading	State Reading
2010	38.99%	42.42%	55.97%
2011	54.42%	45.97%	59.24%
2012	53.30%	45.61%	60.40%
2013	37.12%	25.53%	39.13%
2014	32.28%	26.02%	40.69%
2015	43.5%	26.10%	40.4%

Year	Achieve Math	St. Paul Math	State Math
2010	46.12%	41.63%	52.44%
2011	43.26%	31.45%	40.24%
2012	49.34%	31.54%	47.70%
2013	50.44%	32.74%	44.15%
2014	45.85%	30.80%	44.58%
2015	44.16%	26.8%	40.8%

English Learner Subgroup Proficiency Comparison

In 2015, Achieve Language Academy English Learner students outperformed both St Paul District and MN State Free/Reduced Reading proficiency levels in both Reading and Math.

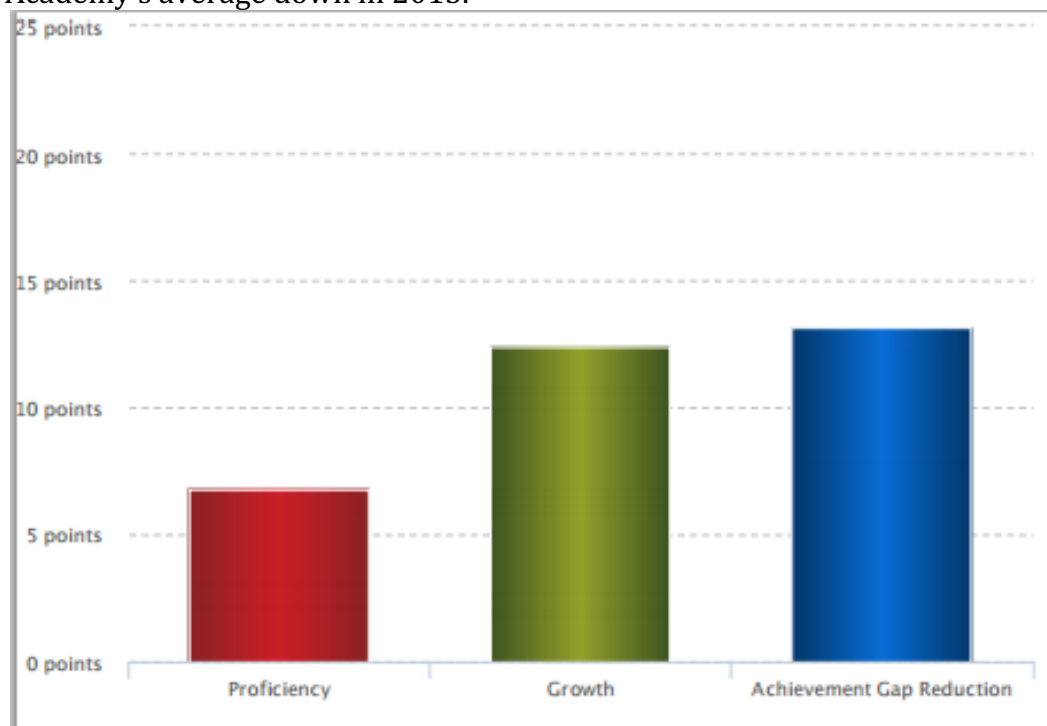
Year	Achieve Reading	St. Paul Reading	State Reading
2010	29.41%	35.10%	34.78%
2011	45.04%	39.78%	39.26%
2012	45.58%	39.31%	39.42%
2013	22.14%	10.66%	17.90%
2014	22.50%	16.35%	18.58%
2015	36.4%	17.5%	17.5%

Year	Achieve Math	St. Paul Math	State Math
2010	40.15%	45.28%	39.78%
2011	38.17%	32.85%	28.01%
2012	44.22%	32.64%	33.39%
2013	43.08%	25.71%	29.49%
2014	38.13%	27.51%	29.60%
2015	37.6%	23.4%	25.4%

2015 Multiple Measure Rating (MMR) & Focus Rating (FR)

Multiple Measure Rating

Multiple Measure Rating (MMR) is a calculated average based on a school's proficiency, growth and achievement gap reduction. As pictured below, Achieve's MMR was 43.2% out of a possible 100% (75 points). Proficiency was a very low area that pulled Achieve Language Academy's average down in 2015.

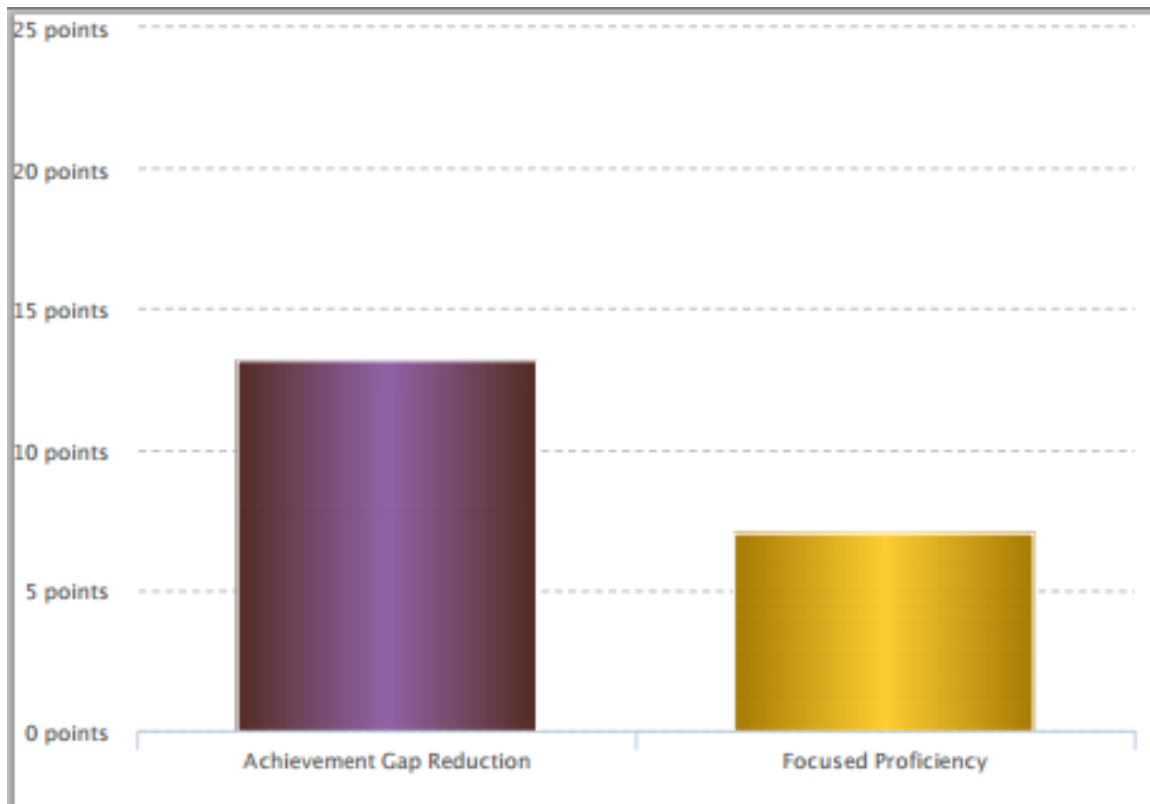


Multiple Measurements Rating (MMR) is 43.20%.

Domain	Score
Proficiency	6.74 points
Weighted percentage of subgroups reaching targets	27.0%
Growth	12.44 points
Average Growth Z-Score	-0.0023
Achievement Gap Reduction	13.21 points
Achievement Gap Reduction Score	0.0935
TOTAL POINTS	32.40 points
Possible points	75 points

Focus Rating

Focus Rating (FR) is a calculated average based around the achievement gap and focused proficiency (focused on particular subgroups). As pictured below, Achieve's MMR was 40.54% out of a possible 100% (50 points). Focused proficiency was an overall low area that pulled Achieve Language Academy's average down in 2015.



Focus Rating (FR) is 40.54%.

Domain	Score
Achievement Gap Reduction	13.21 points
Achievement Gap Reduction Score	0.0935
Focused Proficiency	7.06 points
Weighted percentage of subgroups reaching targets	28.2%
TOTAL POINTS	20.27 points
Possible points	50 points

Proficiency Index Rates and Targets for NCLB Focus Groups

Data source: MDE [Multiple Measurement District Download](#)

2014

Group	Subject	Number of Students	Proficiency Rates	Targets	Target met?
Asian	Math	113	61.95	68.43	N
Asian	Reading	113	46.46	57.34	N
Hispanic	Math	98	56.63	51.87	Y
Hispanic	Reading	99	42.93*	44.40	Y*
Black	Math	34	57.35	43.15	Y
Black	Reading	34	52.94	37.43	Y
EL	Math	186	57.26	49.61	Y
EL	Reading	187	40.91	33.16	Y
SPED	Math	41	41.46	42.91	N
SPED	Reading	41	34.15	37.14	N
FRP	Math	253	60.47	59.83	Y
FRP	Reading	254	46.65*	51.72	Y*

***Met target with multi-year averaging- MDE averages up to three years.**

2015

Group	Subject	Number of Students	Proficiency Rates	Targets	Target met?
Asian	Math	124	58.47	71.20	N
Asian	Reading	124	52.82*	62.69	Y*
Hispanic	Math	93	51.61	56.65	N
Hispanic	Reading	93	59.14	50.78	Y
Black	Math	33	53.03	47.48	Y
Black	Reading	33	59.09	43.48	Y
EL	Math	175	50.86	54.26	N
EL	Reading	175	51.14	41.25	Y
SPED	Math	38	26.32*	46.45	Y*
SPED	Reading	38	31.58	43.23	N
FRP	Math	223	54.26	63.40	N
FRP	Reading	223	55.83*	57.36	Y*

***Met target with multi-year averaging- MDE averages up to three years.**

Proficiency Index Rates and Targets for NCLB Focus Groups

NCLB Focus Groups include special education (SPED), eligible for free or reduced price meals (FRP), English learners (EL), American Indian/Alaskan Native (Am Ind), Asian/Pacific Islander (Asian), Hispanic, and Black.

Achieve evaluates whether proficiency rates at the school meet or exceed the targets that Minnesota set for closing achievement gaps. ALA met four (8) of the twelve (12) targets in 2014 and seven (7) of the twelve (12) targets in 2015. This decrease somewhat parallels the gains in Reading proficiency and the slight decrease in Math proficiency achieved in 2015. A focus on subgroup growth and proficiency needs to be a continued priority in the 2015-2016 Academic year.

Additional World's Best Workforce Data

Kindergarten

Achieve Language Academy continues to have a solid Pre-K program in place. It is academic based and focuses on preparing students for Kindergarten.

Third grade achieve grade level literacy

Achieve continues to work with teachers on Tier 1 interventions in the classroom and there is a Tier 2 Reading Intervention program building wide.

2014-2015 3 rd grade Reading Proficiency goal	Spring 2015 results
<i>44% of 3rd graders will be at or above grade level according to the spring 2015 reading MCA III.</i>	<i>46.7% of 3rd graders scored at or above proficiency on the spring 2015 reading MCA III.</i>

Ensuring that all students graduate from high school

Achieve Language Academy does not have a high school but works with students through 8th grade to create a solid foundation of values and work ethic that will prepare students for high school and beyond.

Student and Parent Satisfaction

In general, student and parent satisfaction is very high year after year at ALA. The majority of families seem to agree or strongly agree that ALA provides a safe and welcoming environment. A formal survey was not given during the 2014-15 school year but during the NEO review parents and students were interviewed regarding their satisfaction. NEO perception measures of satisfaction indicate positive learning environment for all students.

Students interviewed during the January 2015 authorizer site visit discussed the school environment:

"It's diverse here. Like the real world."

"There is a social goal for the lessons too."

"The teachers make it really clear about what's required."

"The teachers find fun ways to review like games like Family Feud and Jeopardy."

Parents interviewed during the January 2015 authorizer site visit discussed the school environment:

"Teachers are willing to keep trying to find what works for students."

"The core values of the school are on everything."

"The students see the teacher as a support, coach, or like a big brother or sister."

"The students learn to work in small groups with diverse students."

"The teachers know every student as an individual."

"It's more of a community feel."

"I like that my children can learn my language, Hmong

Staffing

Staff Information: During the 2014-15 school year there were 18 K-8 classrooms and 1 preschool classroom. The goal has been to keep class sizes at the ratio of 24:1 across all grade levels. During the 2014-15 school year there were 1 or 2 classrooms that were over the 24 student cap.

In 2014-2015, the specialists in Hmong, Spanish, Music, and Physical Education provided preparation time for the classroom teachers and specialists saw all K-8 students on a four-day rotation. The Special Services teaching staff including Special Education, English Language, and Academic Support provided a combination of co-teaching classroom support for identified students and pullout programming for students needs extended services. In the 2014-2015 school year there was also a concerted push to improve the Response to Intervention program (RtI) that was added in 2008.

Student/Classroom Teacher Ratio: Achieve employed 18 licensed K-8 classroom teachers, 1.0 preschool teacher, 4 licensed specialists/cultural experts, 8 licensed support services staff, 1 administrator, 1 curriculum and assessment coordinator, 1 reading specialist, 1 social worker, 1 technology coordinator, and 10 classified support staff. The average student/classroom teacher ratio was 24:1. During the summer program Achieve employed 10 licensed teachers and support staff. Approximately 175 students participated in the summer program with a ratio of 15:1.

Staffing

In the fall of 2014-2015 Achieve hired 7 new teaching staff. There was also an increase in Special Education support staffing. New for the 2014-15 school year is the staffing for a food service program (new in-house program). In the past St. Paul provided food service program and staff for Achieve.

Teaching Staff demographics

	11-12	12-13	13-14	14-15
Teacher Full Time Equivalent (FTE)	32.1	31	32.7	30.73
Number of Teachers (headcount)	33	31	34	34
Years of Experience as a Teacher (Average)	5	6	7	8
Highest Level of Education (all teachers)				
a. Bachelors	65.7%	65	45.0	41.3
b. Masters and Above	34.3	35	55.0	58.7
c. Other or Not Reported				
Number of License Variances	2	1	1	3
Number of First Year Teaching Assignments	2	5	1	2
Paraprofessionals				
a. Classroom Aide Full Time Equivalent (6 hr)	5	5	4.4	6
b. Number of Classroom Aides (headcount)	5	5	5	6

Table 6: Licensed and non-licensed Staff Name/Position/File Folder Number

Classroom Teachers	Position	File Folder Number	Years at Achieve	Status
Christian, Jackie	1 st Grade	369020	16	Returning
Hartman, Erin	1 st Grade (3 days/wk)	441525	7	Returning
Sorenson, A Marlene	1 st Grade (2 days/wk)	357680	16	Returning
Streitz, Kathy	2 nd Grade	326707	19	Returning
Vang, MaiNhia	2 nd Grade	470453	3	Returning
Brandt, Beth	3 rd /4 th Grade	374188	15	Returning
Linne, David	3 rd /4 th Grade	418625	11	Returning
Videen, Cindy	3 rd /4 th Grade	366864	16	Returning
Hinckley, Lindsey	3 rd /4 th Grade	476396	2	Returning
Cooan, Kristen	5 th -6 th Grade	461548	3	Returning
Roba, Jennifer	5 th -6 th Grade	395670	2	Returning
Bzdawka, Suzanne	5 th -6 th Grade	470823	3	Returning
**Allen, Susan	5 th -6 th Grade	426224	9	Returning
Flink, Julene	7 th -8 th Grade Language Arts	400636	2	Returning
*Schley, Renee	7 th -8 th Grade Math	442556	1	Returning
Zilka, Ellen	7 th -8 th Grade Science	467321	3	Returning
Rimkus, Ed	7 th -8 th Grade Social Studies	221093	14	Returning
Yang, Ka	Kindergarten	431550	2	Returning
Schroeder, Sara	Kindergarten	461884	2	Resigned
*Holm, Megan	Preschool	469008	1	Returning

Other Licensed Teachers/Staff	Position	File Folder Number	Years at Achieve	Status
Lenhart, Sharon	Academic Support	280983	7	Returning
Wagers, Mary	Academic Support	443578	7	Returning
Wenker, Andrea	Academic Support	443609	6	Returning
Schlink, Bonnie	Academic Support	389951	4	Resigned 1/15
Parks, Lynita	Academic Support	398626	5	Returning
Hanson, Kelly	Reading Intervention	465579	2	Returning
*Larpenteur, Ariel	Special Education Teacher	483514	1	Returning
Petschauer, Amy	Special Education Teacher	385053	15	Returning
Hegna-Oezle, Kathy	Social Worker	363833	18	Returning
*Snavelly, Katherine	Special Education Teacher	418193	1	Returning
*Chamdelaine, Allen	Physical Education	449355	1	Returning
Schramke, Julie	Music Teacher	397038	11	Returning
*Voegelé, Andrew	Spanish Language/Culture	482990	1	Returning
Yang, Vue	Hmong Language/Culture	998664	6	Returning

*identifies new staff **identifies staff changing position

Non-licensed staff	Position	Years at Achieve
Ballard, Joyce	Special Education Paraprofessional	8
Beaumont, Richard	Custodian	5
Boege, Curt	Head Custodian	14
Davila, Daniel	Student Service Manager	4
Estrada, Tracey	Educational Assistant	18
Freeman, Heather	Office Manager	19
*Figuerora, Janelle	Special Education Assistant	1
*Mapa, Catherine	Preschool Educational Assistant	1
*Fiedler, Jade	Special Education Assistant	1
Lee, Mai	Educational Assistant	15
*Rios, Carol	Food Service Assistant	1
*Vang, Yee	Custodian/Food Service	1
*Olson, Jamie	Food Service Manager	1
Lor, Mai	School Office Receptionist/Family Liaison	17
Russell, Andreia	Special Education Paraprofessional	17
Schultz, Nancy	Business Manager (part time)	9
Vega, Daniel	School Office/Family Liaison	3
Olson, Lori	Nurse (LPN)	2

*identifies new staff **identifies staff changing positions

Licensed teacher percentage turnover rate:

2014-15 to 2015-16: 15% of the teaching force did not return for the 2015-16 school year. This has been the trend for the last 3 years with 4-6 teachers not returning each year. Most of the turnover has been due to teachers moving to district schools within the Metro area.

Governance and Management

BOARD OF DIRECTORS

- School Board elections are currently held in late May/early June of each year.
- The Board membership includes 3 teachers, 3 community members, and 3 parents.
- All terms are two-year positions. Each voting seat has a maximum of three consecutive terms. Board members must step down for a minimum of one year before seeking re-election for additional terms. Terms are staggered to ensure board continuity.
- 2014-15 Board meetings were held at the school on the third Tuesday. In month July-February board meetings are held every other month and March-June are held every month.
- Board meeting schedule and meeting minutes are posted on the www.achievemn.org web site.
- Board meetings are conducted with Robert's Rules of Order and comply with Minnesota Open Meeting Law.
- Board policies go through an adoption cycle that includes a first-read process before the actual adoption at a later meeting.
- The school board has developed a 5-year strategic plan with goals aligned to the charter contract.
-

Board of Directors

School Year July 2014 through June 2015

Member Name	Board Position	Relation to School	Term	Met training goals
				G/E/H*
Lisa Kugler	Director	Community Member	7/2014-6/2016	yes/yes/yes
Darcy Golish	Director	Community Member	7/2013-6/2015	yes/yes/yes
Karla Martinez	Director	Community Member	7/2014-6/2016 resigned 1/2015 position not filled as of 6/2015.	yes/yes/yes
Pat Ortiz	Director	Parent	7/2014-6/2016	yes/yes/yes
Amber Sullivan	Director	Parent	7/2013-6/2015	yes/yes/yes
Steve Miller	Director	Parent	4/2013-6/2015	yes/yes/yes
Ed Rimkus	Chair	Teacher	7/2013-6/2015	yes/yes/yes
Dave Linne	Director	Teacher	7/2014-6/2016	yes/yes/yes
Lynita Parks	Director	Teacher	7/2014-6/2016	yes/yes/yes

*G=Governance E=Employment practices and policies F=Financial management

Eight of the nine board members completed state-required training on governance, employment matters, and finances prior to the 2014-15 school year. In addition, a board training specific to the needs of ALA is conducted during the fall of each year, this year it focused on the charter school law, data practices, and employment; this was led by Ellen McVeigh, attorney for Achieve. In January, in conjunction with the audit presentation Bill Lauer, from MMKR provided an update on new requirements for school audits. Also, throughout the year, board training needs are

addressed as they surface. At the February meeting the board reviewed questions it should ask when renewing the authorizer contract. New board member also receives a board handbook that contains job descriptions, bylaws, policies, open meeting requirements, role of a nonprofit board, and other resources.

Required Board training:

Course and Provider	Description	Participant	Date
Governance Course MN Assoc of Charter Schools	Explores characteristics of charter school governance and the 10 major responsibilities of the board of directors and well as the responsibilities of individual board members.	Pat Ortiz	12/2/2014
Finance Course MN Assoc of Charter Schools	Explores the 3 basic responsibilities of a board relative to school finance and accountability for public funds.	Pat Ortiz	11/11/2014
Employment MN Assoc of Charter Schools	Explores topics of employment in a public charter school vs. a traditional public school, legal foundations of employment law, and board's responsibility in the employment process.	Pat Ortiz	11/20/2014

Additional Ongoing Training:

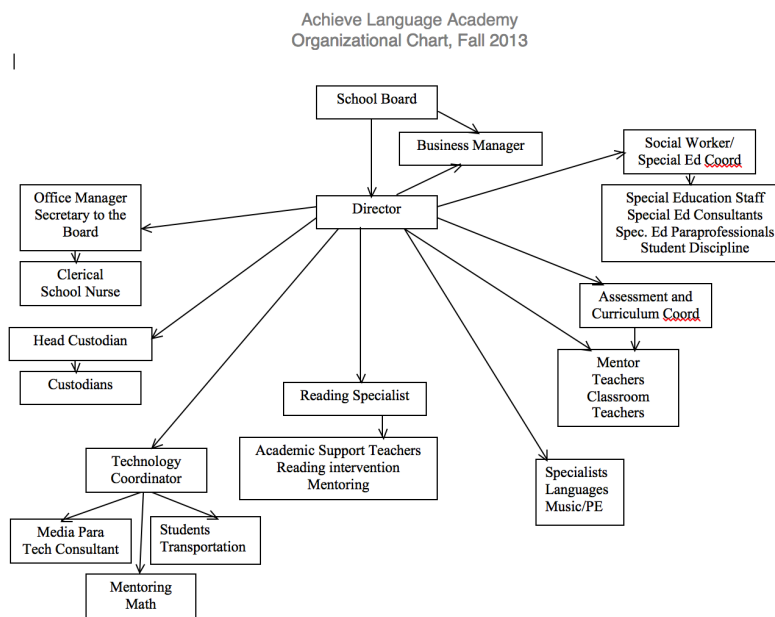
Charter School law and Board roles	Review of the charter school law and the roles and responsibilities of the school board in regard to charter school law, data practices and employment law. Presenter: E. McVeigh	Linne, Parks, Rimkus, Miller, Ortiz, Sullivan, Martinez, Kugler	8/8/2014
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Management Structure

The current director oversees all operations of the school and reports directly to the school board. The director holds an administrative licensure in community education.

The business manager position is a contracted position. The current business manager has worked in charter school financial management for over 15 years and has prior experience in traditional public schools and at MDE.

The director of special education position is a contract position through Innovative Special Education Services (ISES). The day-to-day operations of the special education program are overseen by the school social worker.



The Educational Administrative Team at Achieve consists of 5 members:

Name	Title	Description	Yrs.	Status	File Folder #
Apuli, Mary	Director	Oversee all operations of the school	16	Continued employment	192525
Minea, Jennifer	Curriculum and Assessment Coordinator	Oversee curriculum and assessment, oversee professional learning community process, serve as mentor for teaching staff, oversees summer programming	8	Continued employment	390382
Oelze, Kathy	SpEd Coordinator	Coordinate special education services and social services, supervise students	18	Continued employment	363833
Sanders, Kris	Technology Coordinator/ Math Mentor	Oversee technology in the building and serve as mentor for teaching staff.	8	Continued employment	409264
Sorenson, Marlene	Reading/ Rtl Coordinator	Oversee language arts, reading, and intervention programs, serve as mentor for teaching staff	16	Continued employment	357680

Currently, ALA utilizes a team approach to oversee the educational management of the school (see above). Each team member has clear and specific roles within the school structure. Each individual has built a professional development plan around the goals of the school and his/her individual duties.

During the 2014-15 the focus of staff development for the management team was staff evaluation, common instructional strategies, and student behavioral management.

Specifically:

- Apuli, Minea, Sanders, Sorenson attended the Learning Forward Conference in December 2014 with the focus being teacher evaluation
- Oelze renewed her license for CPI trainer in the summer of 2014
- Apuli and Minea participated in MDE's webinars regarding the teacher evaluation process/system through out the year
- Sorenson attended the MDE reading specialist sessions through out the year
- Apuli attended the MN Charter School Association's training on the roles between the executive director and board
- Apuli served as the Chairperson on the MN Association of Charter Schools
- Sanders attending the MCTM symposium in May 2015
- Sanders attending the MDE sessions for testing system prep
- Apuli and Sanders attending Skyward training (student information database) in fall 2015

Leadership Team

Within the overall structure at ALA, there is also a leadership team made up of licensed staff from each grade level and specialist team and the management team members. This group is responsible for reviewing, developing, and implementing the annual school improvement plan, and advising on school issues and projects as needed. During the last two years this group has been directly responsible for the development of ALA's Teacher Evaluation Plan which was presented to the board in the summer of 2015.

Operations

Regulations:

Achieve uses Skyward, a state compliant software for finance, human resources, and student management.

All state finance reports were submitted on time. Achieve received the MDE Finance Award for FY 2015 for the management and oversight of the school finances. All other reports due to the state were also submitted appropriately and in a timely manner. Lease aid was applied for and granted in the fall for the school year.

All state and federal taxes, pensions, and insurances were paid as required. Payroll and accounts payable are completed in-house and have been carried out in a timely manner throughout the year. The financial audit was completed on time and submitted to the state by the required deadline. The 2015 Audit was filed on time and was presented to the board in December 2015 by our auditor from MMKR. The audit contained one material finding regarding a late payment. The corrective action includes reviewing who receives invoices and by what schedule invoices are paid.

Facility and Grounds:

ALA meets or exceeds all necessary building and content insurance as per state statute. The building and grounds maintenance is managed well by the lead custodian with an eye to the long-term service of the building. Achieve is a positive feature on the east edge of St. Paul. During the 2014-15 school year no significant work was required.

After the efforts during 2014 to purchase the church next door ended in the spring of 2014, the building company began exploring the option of a small addition to the current facility. In the spring of 2015 the ALA board agreed to move ahead with the building company to add an additional 2000 square foot space to expand the administrative offices, small group student space, and additional meeting space. The planning process began in the summer of 2015.

Health and Safety

Achieve has had a nurse in house 5 days a week during the 2014-15 school year. She is responsible for state immunization reports, daily medications, student health plans, vision and hearing tests, as well as working with the special education department when needed on student evaluations.

Achieve has a written Crisis Management Plan that is reviewed each year. Staff members and students routinely practice emergency procedures during the year to ensure safety measures are followed. Evacuation maps are reviewed and in every room showing appropriate routes to safety.

Due Process and Privacy Rights

The Achieve Parent – Student Handbook outlined the disciplinary procedures for students. The handbook is updated yearly.

Employment

The procedures for hiring include defining staffing needs, reviewing or developing job descriptions if a new position, posting the openings, and interviewing. References are checked and the

candidate meets with the director to learn more about the employment terms and benefits. New employees meet with the office manager upon hiring to fill out all forms and review employment policies and procedures.

All new employees undergo background checks upon hiring. All school board members and volunteers also undergo background checks upon beginning service at Achieve. No problems found in 2014-15.

Food Service

For the 2014-15 school year, Achieve provided it's own food service program using a contracted caterer, Done Right Foods. This was the first year of programming.

Finances

Questions regarding 2015 school finances contact:

Nancy Schultz, Business Manager

651-738-4875

nschultz@achievemn.org

	GENERAL FUND	FOOD SERVICE FUND	COMMUNITY SERVICE FUND	TOTAL FUNDS	Notes:
ASSETS					
Cash -	3,213,771.00	(59,009.00)	24,009.00	3,178,771.00	
Investments - Western Bank	1,401,864.00			1,401,864.00	
Accounts Receivable					
Due fr MDE	601,250.00	8,500.00		609,750.00	
Due fr School Districts				0.00	
Due fr Other	0.00			0.00	
Prepaid	31,279.00			31,279.00	
TOTAL ASSETS	<u>5,248,164.00</u>	<u>(50,509.00)</u>	<u>24,009.00</u>	<u>5,221,664.00</u>	
LIABILITIES & FUND BALANCE					
Accounts Payable	210,173.00	5,744.00	0.00	215,917.00	
Payroll Liabilities	367,920.00	413.00	0.00	368,333.00	
Due to Other Fund				0.00	
Total Liabilities	<u>578,093.00</u>	<u>6,157.00</u>	<u>0.00</u>	<u>584,250.00</u>	
Fund Balance					
Restricted Fund Balance	1,401,864.00			1,401,864.00	
Unrestricted Fund Balance	3,268,207.00	(56,666.00)	24,009.00	3,235,550.00	
TOTAL LIABILITIES & FUND BALANCE	<u>5,248,164.00</u>	<u>(50,509.00)</u>	<u>24,009.00</u>	<u>5,221,664.00</u>	

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and NEO no later than December 31, 2015. (below is draft from June 2015)

Future Planning

SIP Action Plan 2015-2017

Strategic Goal 2012-2017

High Achievement for all Students: Learners will maximize their academic potential to create and sustain a learning environment that inspires our student body to strive and obtain high achievement and nurturing students to become future positive role models within our world's society.

SIP Goal I All students will show proficiency and make Medium or High growth in Reading.

- By June of 2017, 75% of students in grades Kindergarten through grade 3 will be at or above grade level according to DRA.
- By June of 2017, 60% of students in grades 2-3 will meet or exceed their growth target on the NWEA.
- By June of 2017, 60% of all 3-8 students will meet proficiency in the Reading MCA III and 85% will exhibit medium to high growth in grades 4-8.
- By June of 2017, 25% of English Learner (EL) students will meet proficiency on the ACCESS test.

Strategy	Actions required
Review and evaluate practices currently used at Achieve for effectiveness and fidelity	<ul style="list-style-type: none"> • Research/ visit schools with similar enrollment demographics making gains, examine strategies used and reflect • Work on co-teaching best practices (within grade levels, intervention levels, etc) • Continue Non-Fiction reading and writing K-8 • Continue focus on Academic vocabulary
Review and implement Language Arts curriculum K-8	<ul style="list-style-type: none"> • Fountas & Pinnell Framework • Close Reading • Academic Vocab • Non-fiction writing (K-8) • I-Ready (K-8) • Reading Eggs (K-2) • Reading Horizons (K-2)
Work on exposing students to various assessment types & situations	<ul style="list-style-type: none"> • formative • summative • timed/ open ended
Continue reading intervention program with a continued focus on Tier 1	<ul style="list-style-type: none"> • focus on tier I strategies •
Continue to work on the common core outside the Language Arts block	<ul style="list-style-type: none"> • Provide opportunities for mentoring/ staff development for teachers teaching subjects other than reading • Continue to implement non-fiction reading and writing
Alignment of procedures and strategies K-8 ('Achieve	<ul style="list-style-type: none"> • NF Writing • Books and book lists per grade

way') including documentation and resources for new teachers (and experienced)	<ul style="list-style-type: none"> • Software programs
Standardized analysis timeline (documented) and tracking of student data	<ul style="list-style-type: none"> • establish assessment calendar/ reporting dates • Continue using data folders for each students • Continue using data centers in the classroom • Skyward: Test scores, Rtl data • I-Ready, Reading Eggs, Study Island
Continue to develop a common set of instructional practices that will be used by all staff	<ul style="list-style-type: none"> • Research best practices • Identify 'best' for ALA • Train staff in 'best' strategies • Use PD360 • Academic Vocabulary • Develop hierarchy of practices • PLC learning

Strategic Goal 2012-2017

High Achievement for all Students: *Learners will maximize their academic potential to create and sustain a learning environment that inspires our student body to strive and obtain high achievement and nurturing students to become future positive role models within our world's society*

SIP Goal II All students will show proficiency and make Medium or High growth in Math.

1. By June of 2017, 75% of students in grades Kindergarten and 1 will be at or above grade level according to the NWEA (2015: 21/48 1st graders & ? Kinder).
2. By June of 2017, 60% of students in grades 2-3 will meet or exceed their growth target on the NWEA.
3. By June of 2017, 55% of all 3-8 students will meet proficiency in the Math MCA III and 75% will exhibit medium to high growth in grades 4-8.

Strategy	Actions Required
Review alignment of current curriculum	<ul style="list-style-type: none"> • Vertically align • Grade level teams review current maps • Create a consensus map that includes above curriculum, skill sets, instructional strategies, resources and assessments • Additional alignment resources to include SciMath Frameworks
Research and examine Tier I & II intervention strategies	
Common set of instructional practices	<ul style="list-style-type: none"> • Co-teaching best practices (within grade levels, intervention levels, etc) • Continue focus on academic vocabulary (K-2 math vocab list creation)

Alignment of procedures and strategies K-8 ('Achieve way') including documentation and resources for new teachers (and experienced)	•
Standardized analysis timeline (documented) and tracking of student data	<ul style="list-style-type: none"> • establish assessment calendar/ reporting dates • Continue using data folders for each students • Continue using data centers in the classroom • Skyward: Test scores, Rtl data • I-Ready, Reading Eggs, Study Island
Math Across content areas	•

Strategic Goal 2012-2017

Language and Culture: Learners will develop a greater appreciation of world cultures and be able to communicate in English and either Hmong or Spanish.

SIP Goal III All learners will be able to communicate in two languages and will have an appreciation for diverse cultures.

1. By June of 2017, all learners will participate in three culturally significant experiences annually, one of each of the following:

- Service Learning
- Culturally intentional field trip
- School wide

2. By June of 2017, all learners that have attended Achieve for more than five years will be able to speak and write in a second language other than English.

Strategy	Actions Required
Develop a list of options for activities	<ul style="list-style-type: none"> • Define expectations for culturally significant events •
Implement language assessment for Hmong and Spanish	<ul style="list-style-type: none"> • Research criteria for each assessment • Obtain/develop appropriate assessment • Align assessment targets • Create assessment • Gather baseline data • Monitor and adjust
Ongoing training for Cultural Responsive teaching/learning	•

Strategic Goal 2012-2017

Community Building: School resources will fortify the core collaboration with and between parents and the community.

SIP Goal IV Continue to improve communications with parents and engage them in the process of teaching their children.

1. By June 2017, increase participation in parent events.
2. By June 2017, increase Skyward parent traffic by 10%
- 3.

Strategy	Actions Required
Increase skyward usage by staff & families	
Explore increasing parent involvement at Achieve, possible parent group	<ul style="list-style-type: none">• Survey parents regarding their needs and assumptions regarding participation in their children's education• Enlist parents and staff to jointly develop and distribute the parent involvement plan to all parents
Explore parent education option	