

Achieve Language Academy



**SCHOOL YEAR 2016-2017
CHARTER SCHOOL ANNUAL REPORT
AND WORLD'S BEST WORKFORCE 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.

2169 Stillwater Ave E
St. Paul, MN 55119

Phone: 651-738-4875

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 2015-2016 school year marked ALA's 20th 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 2016-2017 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:

- o Teachers facilitate;
- o Learners participate; and
- o 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:

- o Emotional health;
- o Social development; and
- o Academic achievement.

🏠 A culturally diverse student population enriches each learner's experience

🏠 Achieve continues to improve through the active participation of:

- o Learners;
- o Families;
- o Community;
- o Staff; and the
- o School Board.

🏠 Teachers work in learning teams to ensure the success of all learners

🏠 Achieve strives for academic success by:

- o Using standards based curricula;
- o Making data driven decisions in planning for each student; and
- o Using research based instructional practices.

School Calendar/Hours of Operation:

In 2016-2017, 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 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

Novation Education Opportunities (NEO)

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Eagan, MN 55123

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Phone – (612) 889-2103

Email – www.neoauthorizer.org

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 2016-2017 school year a total of 450 students attended ALA in grades pre-kindergarten through eighth grade. The student body is very diverse and most qualify for free or reduced lunch. Over half were classified as English Language Learners (ELL). The table below outlines demographic characteristics of ALA students.

	2014-2015	2015-2016	2016-2017
Total Enrollment (Oct 1 count)	427	446	444
Male	221	216	206
Female	206	230	238
Special Education	8.5%*	8.6%*	10.1%*
LEP	56.4%*	61.4%*	62.4%*
Asian	39.6%*	42.6%*	40.5%*
Black	13.9%*	13%*	12.3%*
White	10.4%*	10.2%*	13%
Hispanic	35.1%*	33.3%*	33.4%*
American Indian	.9%*	1.0%*	.7%*
F/R Lunch	89.9%*	79.5%*	82.8%*

*Does not include pre-kindergarten students

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 2015-2016 school year there was a slight increase in the 7th-8th grade population.

	2013-14	2014-15	2015-2016	2016-2017	*2017-2018
Prekindergarten	21	21	35	37	37
Kindergarten	46	44	45	42	49
1st Grade	42	48	48	45	48
2nd Grade	47	43	49	50	46
3rd Grade	49	47	45	48	50
4th Grade	44	46	48	40	48
5th Grade	46	44	50	48	45
6th Grade	47	44	47	46	49
7th Grade	45	48	46	43	50
8th Grade	40	42	44	41	44
Total	430	427	457	440	466
Total ADM (Average Daily Membership) for year					

*October 1 count

Student Attendance, Attrition & Mobility

	2013-14	2014-15	2015-16	2016-2017	2017-2018
Overall Attendance Rate	95.0	95.0	95.0	96.0	93.5 Currently

Admissions

As ALA began the 2016-2017 school year, there were waiting lists in most of the grades. The enrollment guidelines and procedures were reviewed and updated in spring 2016. 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 2016-2017 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 WORKFORCE 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 world's' 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 2013-2018

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 (SIP) Goals

During the 2016-2017 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 four goals to focus on during the 2017-2018 school years.

School Improvement Goals (2016-2018)

SIP Action Plan 2016-2018

2017-2018 School-wide Goal (from May 2017): 75% or more of students meet growth targets (Exemplary) as measured on Math MAP (K-3) or Math MCA III (4-8)

Strategic Goal 2017-2018

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 2018, 60% of students in grades Kindergarten through grade 3 will be at or above grade level RIT according to NWEA.
- By June of 2018, 60% of all 3-8 students will meet proficiency in the Reading MCA III and 80% will exhibit medium to high growth in grades 4-8 (35% high growth, 45% medium).
- By June of 2018, 55% of English Learner (EL) and Free/ Reduced Lunch (FR/R) students in 3-8 will meet proficiency on the Reading test.

Strategy	Actions required
Review and evaluate practices	<ul style="list-style-type: none">• Research/ visit schools with similar enrollment demographics making

currently used at Achieve for effectiveness and fidelity	<ul style="list-style-type: none"> gains, examine strategies used and reflect • Work on co-teaching best practices (within grade levels, intervention levels, etc) • Continue nonfiction 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 • Nonfiction writing (K-8) • i-Ready (K-8) • Reading Eggs (K) • Lucy Caulkins Writing Framework • Reading Horizons (K-2) • Currently researching schoolwide reading curriculum
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 way') including documentation and resources for new teachers (and experienced)	<ul style="list-style-type: none"> • NF Writing • Books and book lists per grade • 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 • Academic Vocabulary • Develop hierarchy of practices • PLC learning

Strategic Goal 2017-2018

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.

By June of 2018, 60% of students in grades Kindergarten-3 will be at or above grade level according to the MAP Growth RIT Norms.

By June of 2018, 60% of all 3-8 students will meet proficiency in the Math MCA III and 80% of 4-8 will exhibit medium to high growth in grades 4-8 (35% high growth, 45% medium).

By Spring of 2018, 60% of EL and Free/Reduced Lunch students in grades 3-8 will meet proficiency on MCA III Math.

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	<ul style="list-style-type: none"> Tier I interventions implemented with curriculum including online curriculum Academic support
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-8 math vocab list creation)
Alignment of procedures and strategies K-8 ('Achieve way') including documentation and resources for new teachers (and experienced)	<ul style="list-style-type: none"> Student portfolios on Google Docs from one grade level to the next Mentors Pacing guides/Curriculum Maps
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 student Continue using data centers in the classroom Skyward: Test scores I-Ready, Study Island (7/8)
Math Across content areas	<ul style="list-style-type: none"> Math is integrated throughout all content areas

Strategic Goal 2016-2018

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 2018, all learners will participate in three culturally significant experiences annually, one of each of the following:

- Service Learning
- Culturally intentional field trip

- School wide cultural activity

2. By June of 2018, 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 Culturally Responsive teaching/learning	<ul style="list-style-type: none"> • Training

Strategic Goal 2016-2018

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 2018, increase participation in parent events (get data from sign-in sheets at parent events from 2015-2016 school year to determine %)
2. By June 2018, 75% of all parents will attend at least one parent-teacher conference (fall and/or spring).

Strategy	Actions Required
Increase Skyward usage by staff & families	<ul style="list-style-type: none"> • Continuously train teachers and involve them other staff members to reach out to parents to be sure they have Skyward Family Access
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 options	<ul style="list-style-type: none"> • Schedule parent meetings focusing on academic skill building

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

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 6th and Study Island is used in 7th and 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 and Math 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.

CURRENT EDUCATIONAL APPROACH AND CURRICULA

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 and Common Core National 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);
- Non-fiction writing
- Gradual Release
- Reciprocal Teaching
- Identified Content, Language and Social Learning Targets
- Guided Groups

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 2016-2017 school year students in grades 1-8 were assessed three times using the Developmental Reading Assessment (DRA), Midwinter NWEA, MCAs in spring, the i-Ready diagnostic assessment, and in the spring using NWEA/MAP assessment. NWEA assessment scores integrate with Study Island.

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 2016-2017 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 2016-2017 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 2014-2015 school year. The original 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 Development/ 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 Study Island
- 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 2016-17 school year the identified special population represented approximately 15% 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 teachers, 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 licensed teachers and funded with Title I funds during 2016-17. For at least the last three years at least 95% of the children that attend ALA preschool enroll in the ALA kindergarten program. Our Preschool Coordinator is currently applying for Parent Aware rating for our program in early 2018. We are happy to report that we have added a developmentally appropriate preschool/kindergarten playground.

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 2016, 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 160 students with staffing continuing at a 1:14 students ratio. The 2016 program was evaluated by the ALA board and the partnership was continued for the 2017 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 and expanding vocabulary.
- 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, an online individualized instruction program aligned to state and national standards used in both Math and Reading in grades 1-6 (minimum of 90 minutes 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 7-8. 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. Family involvement is consistent and reaches across all grade levels.
- Comprehension Strategies: SIOP, SQ3PRS, and Fab 4, Math Big 5 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 2016-17 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 2016-2017 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. In addition to student learning, our staff has a high proportion of advanced degrees. Staff turnover is generally low.
- Conference Attendance – Parents attend conferences 3 times per year at a rate of 80% 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, volleyball, running, flag football
- Five-day a week preschool
- Well attended family events
- Work, Respect, and Belong are the Core Values of Achieve the Spring Awards are tied to this values system. An active ALA Student Council helps to foster the values among their fellow students;
- Achieve Welcomes many Community Partnerships: Beaver Lake Church Community volunteers time and donates food and school supplies; Minnehaha Academy volunteers it's time at our school,
- Award winning SPED Program
- Diverse support staff

WORLD'S BEST WORKFORCE GOAL RESULTS

Goal I

All students are ready to start kindergarten.

Results: All registered kindergarten students were either screened by ALA or verified that they had been screened prior to enrolling at Achieve. All kindergarten students also participated in a kindergarten MAP skill screening test in September 2016 which assesses readiness.

Goal II

All 3rd grade students can read at grade level.

Results: According to the MCA III Reading results, 35.5% of 3rd graders were at or above grade level in Spring of 2017 at Achieve.

Goal III

All achievement gaps between students are closed.

Results: Both the Multiple Measure Rating (MMR) and Focus Rating (FR) increased with spring 2017 MCA III results. Both of these measurements consider achievement gap reduction and student growth in their ratings. Achieve Language Academy saw Achievement Gap Reduction scores improve from 2016 to 2017.

Goal IV

All students are ready for career and/or postsecondary by graduation

Results: 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. A portion of this preparation is centered around student proficiency

goals on the MCA III assessments. In 2016-2017, 7th and 8th grade students also worked with Teen Outreach Program (TOP) weekly.

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)		2014	2015	2016	2017
Percent of students “On Track for Success”		40.8%	46.5%	49.5%	30.2%
% of Students	High Growth	19.2%	24.3%	27.6%	10.5%
	Medium Growth	42.3%	43.2%	44.9%	42.9%
	Low Growth	38.5%	32.4%	27.6%	46.5%

READING (Achieve Language Academy)		2014	2015	2016	2017
Percent of students “On Track for Success”		37.5%	51.6%	52.3%	49.2%
% of Students	High Growth	32.2%	36.7%	27.1%	28.1%
	Medium Growth	41.9%	43%	45.8%	42.6%
	Low Growth	25.8%	20.4%	27.1%	29.3%

- Achieve’s percentage of students “On Track for Success” decreased in both Math and Reading from 2015-2016. Additionally, Math MCA growth data indicated a decrease in Medium and High growth for students. Further, in Reading, there was also a decrease in High growth, which resulted in an increase in low growth. Further analysis of individual student data will occur in team meetings and PLCs in the 2016-2017 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
2017	38.2	58.6	35.2	33.3
2016	46.2	59.5	36.9	36.8
2015	45	60.2	37.4	35.2

- 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 score higher on the Math MCA assessments when compared to students in St Paul.

Subgroup (Math)	Achieve			State of MN			SPPS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Asian	44.4	44.4	45.8	59.4	58.7	57.1	36.0	35.6	33.5
Hispanic	41.1	44.9	46.2	37.5	36.6	35.7	27.7	37.4	24.5
Black	42.4	43.2	44.4	32.5	31.7	29.2	22.3	22.2	19.1
White	66.7	45.5	48.0	68.2	68	67.6	65.6	65.6	66
EL	37.6	41.1	43.0	25.4	23.2	20.8	23.4	20.2	16.6
Free/Red	41.6	43.8	48.9	40.8	39.7	38.5	26.8	26.5	24.5
Sp Ed	14.7	17.5	20.5	30.9	30.4	29.9	16.4	17.2	17.1

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
2017	45.2	60.2	37.9	35.5
2016	45.3	59.9	39	35.3
2015	45.7	59.5	37.5	27.7

- 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 St Paul.

Subgroup (Reading)	Achieve			State of MN			SPPS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Asian	39.5	41	45.8	59.4	58.7	53.1	36.0	35.6	30.1
Hispanic	46.3	49.4	46.2	37.5	36.6	38.5	27.7	37.4	29.9
Black	51.5	43.2	44.4	32.5	31.7	34	22.3	22.2	23.8
White	66.7	51.5	48.0	68.2	68	68.6	65.6	65.6	71.9
EL	36.4	41.7	43.0	25.4	23.2	14.7	23.4	20.2	11.4
Free/Red	43.4	45	48.9	40.8	39.7	40.9	26.8	26.5	25.6
Sp Ed	14.7	12.5	20.5	30.9	30.4	30.4	16.4	17.2	18.5

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 2016, 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. Notably, in Reading, this trend has continued for the past 7 academic years.

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%
2016	45%	27.9%	39.7%
2017	43.4%	25.6%	40.9%

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%
2016	45.2%	26.5%	39.7%
2017	48.9%	38.5%	24.5%

English Learner Subgroup Proficiency Comparison

- In 2017, 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%
2016	41.7%	15.4%	16.9%
2017	30.1%	11.4%	14.7%

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%
2016	41.1%	20.2%	23.2%
2017	25.6%	16.6%	20.8%

Proficiency Index Rates and Targets for NCLB Focus Groups

Data source: *MDE Multiple Measurement District Download* Please note: this is historical data no longer tracked at the state or federal levels.

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*

2016

Group	Subject	Number of Students	Proficiency Rates	Targets	Target met?
Asian	Math	114	63.16	73.88	Y*
Asian	Reading	114	53.95	67.39	Y*
Hispanic	Math	85	58.24	60.51	Y*
Hispanic	Reading	85	60.59	57.5	Y
Black	Math	33	59.09	51.81	Y
Black	Reading	33	53.03	50.15	Y
EL	Math	174	58.62	58.58	Y
EL	Reading	174	54.89	49.44	Y
SPED	Math	50	29	53.30	N
SPED	Reading	50	29	51.66	N
FRP	Math	228	60.09	67.35	Y*
FRP	Reading	228	56.8	63.78	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.

Student and Parent Satisfaction

In the fall of 2015 ALA surveyed parents, students, and staff using the AdvancEd Stakeholder Feedback Diagnostic tools for all three groups. This data along with information gathered during interviews with individuals or groups from these three groups was used in the AdvancEd

accreditation process that was finalized in April of 2016. Areas of notable achievement using the AdvancEd data included:

- In the parent and staff surveys the majority of the questions were rated at or above 80% as strongly agree or agree.
- In the area of purpose and direction there was a rating of above 85%.
- In all student surveys, which were grouped by elementary and middle school levels, the levels of all questions were above the 50%.
- In the student interviews it was established that ALA created a nurturing and safe environment where the whole child matters and is known.
- Both parents and student interviews included comments both how welcoming ALA is to new students, how respected students felt and that ALA was a safe environment for all students.

Areas covered in the parent and staff surveys included:

- Purpose and direction
- Governance and leadership
- Teaching and assessing learning
- Resources and support systems
- Using results for continuous improvement

STAFFING

Staff Information: During the 2016-2017 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 2016-2017 school year there were 1 or 2 classrooms that were over the 24

student cap.

In 2016-2017, 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. During the 2016-2017 school year there was also a concerted push to improve the Response to Intervention program (Rtl) that was implemented in 2008.

Student/Classroom Teacher Ratio: Achieve employed 19 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 180 students participated in the summer program with a ratio of 15:1.

Staffing

In the fall of 2016-2017 Achieve hired 6 new teaching staff. There was also an increase in Special Education support staffing due to increased needs of students.

Teaching Staff demographics %

	12-13	13-14	14-15	15-16	16-17
Teacher Full Time Equivalent (FTE)	31	32.7	30.73	32.73	32.6
Number of Teachers (headcount)	31	34	34	34	34
Years of Experience as a Teacher (Average)	6	7	8	8	9
Highest Level of Education (all teachers)					
a. Bachelors	65	45.0	41.3	46	39
b. Masters and Above	35	55.0	58.7	54	61
c. Other or Not Reported					
Number of License Variances	1	1	3	2	2
Number of First Year Teaching Assignments	5	1	2	1	1
Paraprofessionals					
a. Classroom Aide Full Time Equivalent (6 hr)	5	4.4	6	7	7
b. Number of Classroom Aides (headcount)	5	5	6	7	7

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

Classroom Teachers	Position	File Folder Number	Years at Achieve	Status
Jennifer Roba	5th Grade	395670	3	Returning
Yang, Ka	1 st Grade	431550	4	Returning
Streitz, Kathy	2 nd Grade	326707	20	Returning
Abby Anderson	2 nd Grade	489927	1	New
Christian, Jackie	1st Grade	369020	18	Returning
Linne, David	3 rd /4 th Grade	418625	13	Returning
Videen, Cindy	3 rd /4 th Grade	366864	18	Returning
Brandt, Beth	3 rd /4 th Grade	374188	16	Returning
Hall, Lindsey	3 rd /4 th Grade	476396	4	Returning
Cooan, Kristen	5 th -6 th Grade	461548	5	Returning
Tinawi, Emily	5 th -6 th Grade	449724	1	New
Flink, Julene	7 th -8 th Grade Language Arts	400636	4	Returning
Schley, Renee	7 th -8 th Grade Math	442556	3	Returning
Vondriska, Emily	7 th -8 th Grade Science	300513	1.5	Returning
Rimkus, Ed	7 th -8 th Grade Social Studies	221093	16	Returning
Bognanno, Anna	Kindergarten	494186	1	New 16/17
Seeling, Casey	Kindergarten	461884	2	Returning
Tourville, Jill	Preschool	428211	1	New

Other Licensed Teachers/Staff	Position	File Folder Number	Years at Achieve	Status
Allen, Susan	Academic Support	426224	10	Returning
Wagers, Mary	Academic Support	443578	9	Returning
Wenker, Andrea	Academic Support	443609	8	Returning
Lenhart, Sharon	Academic Support	280983	9	Returning
Hanson, Kelly	Reading Intervention	465579	4	Returning
Larpenteur, Ariel	Special Education Teacher	483514	3	Returning
Petschauer, Amy	Special Education Teacher	385053	17	Returning
Farkas, Bryan	Special Education Teacher	409031	3	Returning
Hegna-Oezle, Kathy	Social Worker	363833	19	Returning
Snavelly, Katherine	Reading Intervention	418193	3	Returning
Chapdelaine, Allen	Physical Education	449355	3	Returning
Schramke, Julie	Music Teacher	397038	13	Returning
York, Sarah	Spanish Language/Culture	493085	1	New
Yang, Vue	Hmong Language/Culture	998664	8	Returning

Non-licensed staff	Position	Years at Achieve
Rath, Jacob	Special Education Paraprofessional	1
Beaumont, Richard	Custodian	7
Boege, Curt	Head Custodian	16
Davilla, Daniel	Student Service Manager	6
Estrada, Tracey	Educational Assistant	20
Freeman, Heather	Office Manager	21
Mitchell, Ashley	Preschool Educational Assistant	1
Lee, Mai	Educational Assistant	17
Rios, Carol	Food Service Assistant	3
Vang, Yee	Custodian/Food Service	3
Olson, Jamie	Food Service Manager	3
Roberts, Rebecca	School Office Receptionist	9
Liesen, Aaron	Business Manager consultant	3
Vega, Daniel	School Office/Family Liaison	6
Short, Monica	Nurse (LPN)	1

*identifies new staff **identifies staff changing positions @left mid-year

Licensed teacher percentage turnover rate:

15% of the teaching force did not return for the 2016-17 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.
- 2016-2017 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.

Members

School Year July 2016 through June 2017

Member Name	Board Position	Relation to School	Term	Met training goals
				G/E/F*
Lisa Kugler	Director	Community Member	7/2016-6/2018	yes/yes/yes
Lynita Parks	Director	Community Member	1/2016-6/2018	yes/yes/yes
Paul Tillman	Director	Parent	7/2016-6/2018	yes/yes/yes
Pat Ortiz	Director	Parent	7/2014-6/2016	yes/yes/yes
Kristen Coonan	Director	Teacher	7/2016-6/2018	yes/yes/yes
Steve Miller	Director	Parent	7/2016-6/2017 Resigned	yes/yes/yes
Ed Rimkus	Chair	Teacher	7/2016-6/2017 Resigned	yes/yes/yes
Cindy Videen	Director	Teacher	7/2016-6/2017	yes/yes/yes
Open	Director	Community Member	7/2016-6/2017	

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

All of the board members completed state-required training on governance, employment matters, and finances (one during the 2015-2016 school year). In January, in conjunction with the audit presentation Bill Lauer, from MMKR provided an update on requirements for school audits. Also, throughout the year, board training needs are addressed as they surface. 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	Explores characteristics of charter school	Cindy Videen	10/2016

Course MN Assoc of Charter Schools	governance and the 10 major responsibilities of the board of directors and well as the responsibilities of individual board members.	Pat Ortiz Paul Tillman	
Finance Course MN Assoc of Charter Schools	Explores the 3 basic responsibilities of a board relative to school finance and accountability for public funds.	Cindy Videen Pat Ortiz Paul Tillman	10/2016 (online)
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.	Cindy Videen Pat Ortiz Paul Tillman	10/2016

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	Parks, Rimkus, Miller, Ortiz, Cooan, Tillman, Videen Kugler	8/2016
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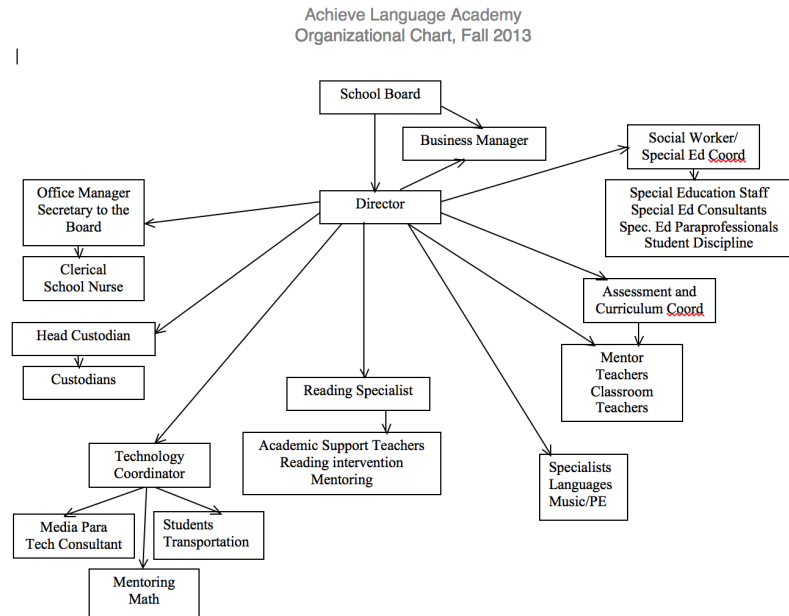
MANAGEMENT

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	18	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	10	Continued employment	390382
Oelze, Kathy	SpEd Coordinator	Coordinate special education services and social services, supervise students	20	Continued employment	363833
Sanders, Kris	Technology Coordinator/Math Mentor	Oversee technology in the building and serve as mentor for teaching staff.	10	Continued employment	409264
Sorenson, Marlene	Reading/ Rtl Coordinator	Oversee language arts, reading, and intervention programs,	18	Continued employment	357680

		serve as mentor for teaching staff			
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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 2016-17 the focus of staff development for the management team was staff evaluation, common instructional strategies, and student behavioral management.

Specifically:

- Sorenson attended the MDE reading specialist sessions throughout the year
- Oelze attended the annual state Social Worker conference
- Sanders and Minea attended the fall annual NWEA conference
- Minea served on the MN Association of Charter Schools Relicensure Committee
- Apuli served as the Chairperson on the MN Association of Charter Schools
- Minea & Sanders attended Metro ECSU Math leadership conference
- Apuli participated in the MDE committee redefining high quality charter schools
- Sorenson attended the Hamline summer literacy institute
- Sanders attending the Math Coordinator's group at MDE
- Minea participated in Responding to Misbehavior workshop through Responsive Classroom
- Sanders and Minea attended the MDE sessions for testing training and prep
- Minea attended MDE sessions for ACCESS 2.0 online test training
- Apuli and Sanders attending Skyward training (student information database)

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 2016 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 2016 Audit was filed on time and was presented to the board in December 2016 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 2016-2017 school year no significant work was required.

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 and continued throughout the year. Construction on the addition began in May 2016.

Health and Safety

Achieve has had a nurse in house 5 days a week during the 2016-2017 school year. The nurse 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 2016-2017.

Food Service

For the 2016-2017 school year, Achieve provided it's own food service program using a contracted caterer, Done Right Foods. This is the second year of programming.

FINANCES

Questions regarding 2017 school finances contact:

Aaron Liesen, Business Consultant

612-790-0399

Aaron.Liesen@gmail.com

**Achieve Language Academy
Balance Sheet
Fiscal Year 2017
As of June 30th, 2017**

	General Fund	Food Service Fund	Community Service Fund	Total All Funds
Assets				
Cash				
Checking and Savings Accounts	3,100,316	(8,807)	12,912	3,104,421
Investments	1,630,885	-		1,630,885
Receivable	169,078	-		169,078
Due To/ From MDE	793,798	8,807		802,605
Prepaid Expenditures	7,037	-		7,037
Total Cash	5,701,114	-	12,912	5,714,026
Fixed Assets				
Equipment & Leasehold Improvements	-	-	-	-
Accum. Depreciation	-	-	-	-
Total Fixed Assets	-	-	-	-
Total Assets	5,701,114	-	12,912	5,714,026
Liabilities and Fund Balance				
Current Liabilities				
Accounts Payable	13,912			13,912
Payroll Liabilities	514,459	-		514,459
Total Current Liabilities	528,371	-	-	528,371
Fund Balance				
Investments in Fixed Assets	-	-		-
Unaudited Fund Balance, 06.30.2016	5,172,744	-	12,912	5,185,656
Total Fund Balance	5,172,744	-	12,912	5,185,656
Total Liabilities & Fund Balance	5,701,114	-	12,912	5,714,026

Information presented 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, 2017.

Future Planning

- Yearly, the SIP plan will be reviewed and updated, given the most recent available data
- During the second year, after accreditation, Achieve will continue to follow the directives put forth by AdvancED in the process of a continuous improvement plan.
- The strategic plan, formulated in May of 2017 will be implemented in the 2017-2018 school year and will be revisited and revised May of 2018.
- New director will develop and continue the positive growth of ALA students, staff and families.